DOCUMENT RESUME

ED 316 610 UD 027 296

TITLE Black Student Retention in Higher Education. Proceedings of the National Conference (2nd, Atlanta, Georgia, November 2-5, 1986).

INSTITUTION Florida A and M Univ., Tallahassee.

PUB DATE 86

NOTE 215p.; For related documents, see UD 027 294-300.

PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC09 Plus Postage.

DESCRIPTORS Abstracts; *Academic Persistence; *Black Students; College Curriculum; *College Students; Higher Education; *School Holding Power; *Student Attitudes

ABSTRACT

This document comprises the proceesings of the second national conference on the retention of black college students. The conference was comprised of 5 general sessions, 8 special activity sessions, and 25 concurrent sessions. A total of 114 presenters from 29 states and 81 institutions and agencies delivered 112 scholarly papers. The following key topics were explored in roundtables: (1) basic skills; (2) the freshman year; (3) articulation--the transfer student; (4) communications and reading; (5) science and mathematics; (6) general education requirements; (7) curriculum reform; (8) teacher effectiveness; (9) faculty/staff development; (10) graduate/professional studies; (11) the learning environment; (12) public policy impact; (13) coping mechanisms; (14) assessment/performance; (15) collecting retention data; (16) academic advisement/counseling; (17) student development; (18) pre-collegiate/outreach programs; (19) tutorials/special programs; and (20) non-traditional career options. Special activities included student rap sessions featuring student leaders from several colleges and universities. Abstracts of the five main speeches and the conference papers are included. Summaries of conference attendance and evaluation data and rosters of the conference staff, program participants, and registrants are appended. (FMW)

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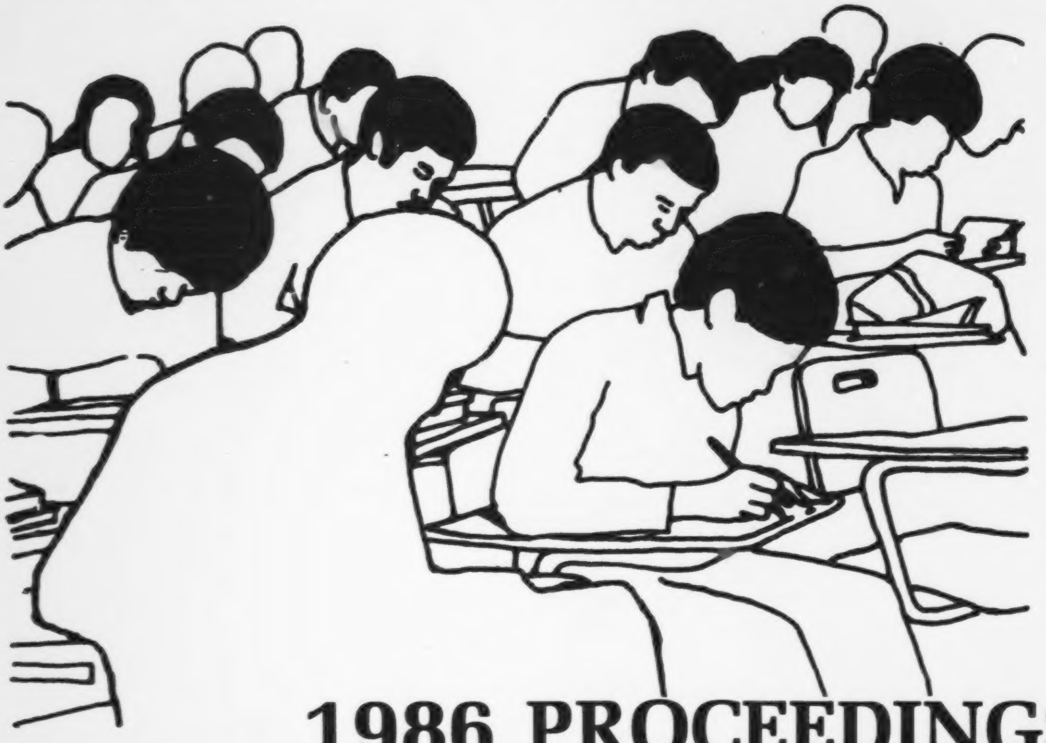
2ND NATIONAL CONFERENCE



1986 PROCEEDINGS

"BLACK STUDENT RETENTION IN HIGHER EDUCATION"

Atlanta Marriott Marquis Hotel
November 2-5, 1986

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Florida A + M University
Retention Conference Director
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UD 027 296

Hosted By:
The Florida Agricultural and Mechanical University
Dr. Clinita A. Ford, Retention Conference Director

CONFERENCE STAFF

Clinita A. Ford
Conference Coordinator

Angela Bunch
Geraldine Chambers
Jonathan Elimimian
Henry Ellison
Darian Jacobs
Gladys Johnson

Farhideh Moghaddam
Adel Manatee
Joe Roach
Saeed Torof
David Voss
Eva Wanton

CONFERENCE PROCEEDINGS

Cheryl A. Mobley, Editor
Janice R. Nails, Assistant to the Editor

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CONFERENCE OVERVIEW

The Second National Conference on Black Student Retention in Higher Education convened November 2-5, 1986 in Atlanta, Georgia. The Conference offered educators, administrators, policymakers, and business entrepreneurs an opportunity to share processes and products designed to enhance Black student retention.

The Conference was motivational and informational. It was structured to address diverse and common interests in retention. Five general sessions, eight special activity sessions, and 25 concurrent sessions were held. A total of 114 presentors from 29 states and 81 institutions/agencies delivered a total of 112 scholarly papers. Question and answer sessions allowed participants to discuss and express ideas on specific issues generated by the presentations.

The concurrent sessions were developed from the responses to a nationwide "call for proposals." The sessions provided the presentors an opportunity to share information on issues related to the Conference theme, to share the results of research, to describe model and innovative projects, to present analyses of critical problems and to provide information gathered from other scholarly endeavors.

The special activities included autograph sessions for two author-speakers, a banquet followed by a dance, information exchange, daily conference newsletters, door prizes, book sales and a closing luncheon. The information exchange tables displayed materials and product samples offered by institutions and agencies represented at the Conference. The sales area featured publications and other items for and about the education of Blacks.

Among other special activities were student rap sessions designed to bring together student leaders from several colleges and universities. In addition, the Strategic Learning Systems Institute, one of our top-rated concurrent sessions at the 1985 Conference, provided a special session at this Conference.

A special service provided, as an option, was the offering of Continuing Education Units (CEU´s). The Conference awarded up to 2.1 CEU´s through The Florida A&M University, with one CEU awarded for every ten contact hours of participation.

As a result of the urgent need for this Conference and its programs, the "Third National Conference on Black Student Retention in Higher Education" will be held November 1-4, 1987 at the Hyatt Regency Hotel, Tampa, Florida. Our records show that the Conference has grown in visibility, scope and attendance. Our specific interests are very diverse, but our general interest is generic - Black Student Retention. Therefore, the Conference activities will continue to be structured to address and promote the diversities and commonalities that are unique and relevant to all colleges and universities in which minority students are enrolled.

CONFERENCE GOALS

"The National Conference on Black Student Retention in Higher Education" brings together administrators, faculty, students, researchers, and others who have a common interest in the education of Black college youth. Within this setting of collective attention, thought and expertise, the Conference seeks to:

1. Provide a national forum for the exchange of ideas and information;
2. Provide opportunities to explore issues that influence the retention of Black students in higher education;
3. Identify new initiatives and practices;
4. Gain new insights into educational perspectives which relate to the problem of Black student retention;
5. Provide for the presence of those, who by position and experience, can broaden our knowledge and increase our understanding of problems associated with Black college youth remaining in school until graduation;
6. Contribute to higher education literature; and
7. Provide for the review and collection of student retention materials and various models that may be adapted for use at respective institutions.

PROGRAM

ROUND TABLE TOPICS

Sunday, November 2, 1986
7:30 p.m. - 9:30 p.m.
Marquis IV Ballroom

BASIC SKILLS
Leader: Dr. Evangeline Darity

THE FRESHMAN YEAR
Leader: Ms. JoAnn Blake
Co-Leader: Dr. Rosie Mickey

ARTICULATION - THE TRANSFER STUDENT
Leader: Ms. Martha Adkins
Co-Leader: Dr. Mamie McKnight

COMMUNICATIONS AND READING
Leader: Mr. George Stokes
Co-Leader: Dr. David Terrell

SCIENCE AND MATHEMATICS
Leader: Dr. Arthur Culbert
Co-Leader: Ms. Jean Fitts

GENERAL EDUCATION REQUIREMENTS
Leader: Mr. David Voss
Co-Leader: Dr. Roslyn Sykes

CURRICULUM REFORM
Leader: Mr. Melvin Aaron
Co-Leader: Mr. Vernon Grier

TEACHER EFFECTIVENESS
Leader: Dr. Cordell Wynn

FACULTY/STAFF DEVELOPMENT
Leader: Ms. Geraldine Chambers
Co-Leader: Mr. Kenneth Hartman

GRADUATE/PROFESSIONAL STUDIES
Leader: Dr. Simon Johnson
Co-Leader: Ms. Lauretta Allen

THE LEARNING ENVIRONMENT
Leader: Dr. Carl Bryant

PUBLIC POLICY IMPACT
Leader: Dr. James Haynes
Co-Leader: Dr. Jonathan Elimimian

COPING MECHANISM - SURVIVAL
Leader: Dr. Darlene DeFour
Co-Leader: Dr. Eva Wanton

ASSESSMENT/PERFORMANCE
Leader: Ms. Farhideh Moghaddam
Co-Leader: Dr. Patrick Penn

COLLECTING RETENTION DATA
Leader: Dr. Robert Clayton
Co-Leader: Dr. John Staley

ACADEMIC ADVISEMENT/COUNSELING
Leader: Ms. Deloris Massey
Co-Leader: Dr. Willie Wimberly

STUDENT DEVELOPMENT
Leader: Dr. Melvin Terrell
Co-Leader: Dr. Lucille Tunstall

PRECOLLEGIATE/OUTREACH PROGRAMS
Leader: Dr. Marie Metze
Co-Leader: Ms. Daveley Walders

TUTORIAL/SPECIAL PROGRAMS
Leader: Mr. Sylvanus Drakes
Co-Leader: Mr. Esrold Nurse

NONTRADITIONAL CAREER OPTIONS
Leader: Ms. Arlene Olinsky
Co-Leader: Ms. Eda Harris

CONCURRENT SESSIONS I
Monday, November 3, 1986
9:00 a.m. - 10:20 a.m.
Pages 9-17

CONCURRENT SESSIONS II
Monday, November 3, 1986
10:30 a.m. - 12:00 noon
Pages 17-28

GENERAL SESSION I
Monday, November 3, 1986
1:30 p.m. - 3:20 p.m.
Marquis IV Ballroom

PRESIDING -------------------------Dr. Clinita A. Ford
Conference Coordinator

CALL TO ORDER

INVOCATION ------------------------Dr. Gerald Durley
Pulpit Associate
Ebenezer Baptist Church,
Atlanta, GA

WELCOME ---------------------------Dr. Frederick S. Humphries
President
The Florida A&M University

GREETINGS -------------------------City of Atlanta
Office of the Mayor

INTRODUCTION OF SPEAKER -----------Dr. Frederick S. Humphries

SPEAKER ---------------------------Mrs. Mary Hatwood Futrell
President
National Education Association

TOPIC: "Public Policy and Black Student Survival"

REMARKS ---------------------------Dr. Frederick S. Humphries

THE CONFERENCE PLAN ---------------Dr. Clinita A. Ford

ANNOUNCEMENTS

COFFEE BREAK
3:20 p.m. - 3:40 p.m.

GENERAL SESSION II
Monday, November 3, 1986
3:40 p.m. - 5:00 p.m.
Marquis IV Ballroom

MODERATOR ---------------Ms. Lawanna Gelzer
President
Florida Black Student Association, Inc.

TOPIC: "Black Student Concerns"

PANELISTS----------------Ms. Brenda Davenport
Director of Student Affairs
Southern Christian Leadership Conference

Mr. Keith Jennings
Graduate Student
Atlanta University - Political Science Major

Mr. Alvin Robinson
President, NAACP
Southern Technical Institute

Ms. Lisa Williamson
Director of Student Affairs
Commission for Racial Justice
Rutgers University - History Major

QUESTIONS AND ANSWERS

CLOSING REMARKS ---------Ms. Lawanna Gelzer

ANNOUNCEMENTS -----------Dr. Clinita A. Ford

DOOR PRIZES

SPECIAL SESSION
Monday, November 3, 1986
5:00 p.m. - 6:00 p.m.
"STUDENT RAP SESSION"
MADRID

RAP LEADER ----------------------Ms. Lawanna Gelzer

SPECIAL SESSION
Monday, November 3, 1986
7:00 p.m. - 9:00 p.m.
Marquis IV Ballroom

PRESIDING ------------------------Mr. David Voss
Assistant Dean
School of General Studies
The Florida A&M University

CALL TO ORDER

INTRODUCTION OF WORKSHOP LEADER --Dr. Clinita A. Ford

WORKSHOP LEADER -----------------Dr. A. Lee Johnson, President
Strategic Learning Systems Inst.
Bayside, New York
Author, "The Strategic Communicator"

REMARKS -------------------------Mr. David Voss

ANNOUNCEMENTS -------------------Dr. Clinita A. Ford

DOOR PRIZE

AUTOGRAPH SESSION

GENERAL SESSION III

Tuesday, November 4, 1986
9:00 a.m. - 10:20 a.m.
Imperial "A" Ballroom

PRESIDING ---------------Mrs. Anne P. Collins, Chief
Challenge Grant/Endowment Grant
Programs Branch
Division of Institutional Development
US Office of Education, Washington, D.C.

CALL TO ORDER

THOUGHT FOR TODAY -------Dr. Robert L. Clayton
Pastor, Oak Street, A.M.E. Zion Church
Richmond, VA

CONFERENCE NOTATIONS ----Dr. Clinita A. Ford

INTRODUCTION OF SPEAKER -Dr. Adib Shakir
Vice President Academic Affairs
Bethune-Cookman College

SPEAKER -----------------Dr. James A. Anderson
Associate Professor of Psychology
Indiana University of Pennsylvania

TOPIC:
"Western Educational Systems in Conflict with Learning Styles of Minority Students"

REMARKS ----------------Dr. Adib Shakir

QUESTIONS AND ANSWERS

ANNOUNCEMENTS

DOOR PRIZES

COFFEE BREAK
10:20 a.m. - 10:40 a.m.

CONCURRENT SESSIONS III
Tuesday, November 4, 1986
10:40 a.m. - 12:15 p.m.
Pages 28-37

GENERAL SESSION IV
Tuesday, November 4, 1986
2:00 p.m. - 3:10 p.m.
Imperial "A" Ballroom

PRESIDING --------------------	Dr. Marvel Lang Director, Center for Urban Affairs Michigan State University
CALL TO ORDER	
INTRODUCTION OF SPEAKER --------	Mr. George Stokes, Program Specialist Institute of International Education Washington, D.C.
SPEAKER -----------------------	Dr. Kenneth S. Tollett Author, "The Strangling Of Black Rights" Distinquished Professor, Graduate School of Arts and Sciences Howard University

TOPIC: "The Strangling of Black Rights"

QUESTIONS AND ANSWERS

REMARKS ----------------------- Dr. Marvel Lang

ANNOUNCEMENTS ----------------- Dr. Clinita A. Ford

DOOR PRIZES

COFFEE BREAK
3:10 p.m. - 3:30 p.m.

CONCURRENT SESSIONS IV

Tuesday, November 4, 1986
3:30 p.m. - 5:00 p.m.
Pages 37-46

GENERAL SESSION V
"BANQUET"

Tuesday, November 4, 1986
7:00 p.m. - 12:00 p.m.
Marquis III Ballroom

7:00 p.m. Cash Bar

7:30 p.m. Banquet

PRESIDING ------------------ Dr. Cordell Wynn
President
Stillman College

CALL TO ORDER

INVOCATION ----------------- Dr. Robert L. Clayton
Pastor, Oak Street, A.M.E. Zion Church
Richmond, VA

INTRODUCTION OF SPEAKER --- Dr. Harry S. Blanton
Vice President, Planning, Policy
Analysis and Information Technology
The Florida A&M University

SPEAKER ------------------- Dr. Charles V. Willie
Author, "Black Colleges in America"
Professor, Graduate School of Education
Harvard University

TOPIC: "Mentoring Methodologies for Minorities in Black Colleges"

REMARKS ------------------- Dr. Harry S. Blanton

ANNOUNCEMENTS ------------- Dr. Clinita A. Ford

AUTOGRAPH SESSION

DANCING AND CASH BAR - `til midnite

Music By Bill Odum Associates, Atlanta, Georgia

CONCURRENT SESSIONS V
Wednesday, November 5, 1986
9:00 a.m. - 11:00 a.m.
Pages 46-59

CHECK OUT OF HOTEL 11:00 a.m. - 11:30 a.m.

GENERAL SESSION VI
"CLOSING LUNCHEON"
Wednesday, November 5, 1986
11:30 a.m. - 2:00 p.m.
Marquis II Ballroom

PRESIDING --------------------Dr. Clinita A. Ford

CALL TO ORDER

INVOCATION -------------------Dr. Robert L. Clayton
Pastor, Oak Street A.M.E. Church
Richmond, VA

LUNCH

OBSERVATIONS -----------------Dr. Harry Blanton
Vice President, Planning, Policy
Analysis and Information Technology
The Florida A&M University

ACKNOWLEDGEMENTS/ANNOUNCEMENTS

SUPER DOOR PRIZE

CONFERENCE SUMMARY -----------Dr. Eva C. Wanton
Dean, School of General Studies
The Florida A&M University

INTRODUCTION OF SPEAKER ------Dr. Melvin O. Smith
Dean, School of General Education
Norfolk State University

SPEAKER ----------------------Dr. Gerald L. Durley
Visiting Professor, Clark College

TOPIC: "The Challenge"

REMARKS ----------------------Dr. Eva C. Wanton

CONFERENCE CLOSING -----------Dr. Clinita A. Ford
Dr. Robert L. Clayton

CONCURRENT SESSION FACILITATORS

Concurrent Session I
Monday, November 3, 1986; 9:00 a.m. - 10:20 a.m.

Archie Andrews
Mamie Boyd
Rosa Bradley
Byron Bullock
Priscilla Burton
Robert Clayton
Edith Neal
Martha Pinkston
Phyllis Stevens
George Stokes

Concurrent Session II
Monday, November 3, 1986; 10:30 - 12:00 noon

Lawanna Gelzer
Rosalie Hill
Gerry Huston
Gwendolyn King
Caroline Lattimore
Billie Slaughter
Diane Strawbridge
Edward Thomas
David Voss
David Wilson

Concurrent Session III
Tuesday, November 4, 1986; 10:40 a.m. - 12:15 p.m.

Manuelita Brown
Gwendolyn Church
Frank Dobson
Thelma Eaton
Toyse Kyle
Marvel Lang
Julia Simmons
Earl Washington
Cordell Wynn

Concurrent Session IV
Tuesday, November 4, 1986; 3:30 p.m. - 5:00 p.m.

J. Don Arrington
Paulette Grimes
Eddie Higgins
Curressia McFarland
Tracy Robinson
Sylvia Turner
Eva Wanton
Ella Wilson
Raymond Winbush
Howard Wray

Concurrent Session V
Wednesday, November 5, 1986; 9:00 a.m. - 11:00 a.m.

Teresa Bruce
Kathryn Chenault
Eda Harris
Gloria Hill
Ernestine Madison
Marie Metze
Jamal O'Bannon
Mona Pinson
Eric Williams

CONCURRENT SESSIONS I

WIMBERLY, WILLIE J.
Hunter College
TRINIDAD & MADRID - Monday, Nov. 3, 1986
9:00 a.m. - 10:20 a.m.

COUNSELING IMPROVES SUCCESS AND RETENTION OF HIGH RISK STUDENTS

The purpose of the experimental project was to see if a specialized counseling approach could assist in the improved performance of students who had repeatedly failed a writing course.

The methodology consisted of employing group counseling with four groups of students from the repeater writing class, each group comprising six students. The counseling sessions were structured to focus on affect, cognition, behavior and their relation to academic performance. Each group met one hour per week for eight weeks. The first three sessions addressed affective issues. The next three sessions focused on cognitive issues and the last two sessions focused on behavioral issues.

Results were measured by successful completion of the writing course. Of the twenty students who completed the semester, 95% passed the course. This success rate was statistically significant and the results indicated that counseling has greatly contributed to the achievement of these students.

OLINSKY, ARLENE
New York State Higher Education Service Corporation
TRINIDAD & MADRID - Monday, Nov. 3, 1986
9:00 a.m. - 10:20 a.m.

INCENTIVES: THE IMPACT OF STUDENT FINANCIAL AID ON MINORITY PARTICIPATION IN POSTSECONDARY EDUCATION

The rise of minority enrollments in higher education during the past two decades was not only the result of civil rights laws and desegregation, but also of the increasing availability of financial aid. However, recent years have witnessed a reversal in the federal policy to support educational access through student aid funding.

Research findings nationally indicate a reduction of participation in higher education by Blacks and other underrepresented groups. Research conducted by a New York State student aid agency indicated a perceived criticality

OLINSKY cont'd

of student aid to educational access and retention for minorities, and the vulnerability of these groups to cutbacks, either real or threatened. The New York research also revealed socioeconomic factors that cause greater hardships for Blacks and Hispanics who try to enter and remain in the educational "pipeline."

There exists a potential for higher education to become the province of the elite, should federal contraction of support progress. A greater burden will fall on state governments and educational institutions. Some initiatives taken by New York State in student aid programs and delivery systems were described, along with recommendations for strategies in counseling and support services.

O'DANIEL, RICHARD M.
Norfolk State University
TRININDAD & MADRID - Monday, Nov. 3, 1986
9:00 a.m. - 10:20 a.m.

THE BLACK COLLEGE DILEMMA: A CASE ANALYSIS OF CATCH 22 ORGANIZATIONAL CHANGE FOR HISTORICALLY BLACK INSTITUTIONS OF HIGHER EDUCATION

This paper presented a brief overview of the systematic behavior inherent to the tradition, structure, organization, and funding of Historically Black Colleges and Universities. This behavior often preempts the Historically Black Colleges and Universities from effectively eliminating the problem of 50 and 60 percent attrition. Further, these institutions are often preempted from meeting their unique mission in American society, which is to provide upward mobility for educationally discriminated and disadvantaged Black youth.

ADKINS, MARTHA & FELTON, WILLIE B.
St. Petersburg Junior College
STOCKHOLM - Monday, Nov. 3, 1986; 9:00 a.m. - 10:20 a.m.

PROJECT SUCCESS - STUDENT RETENTION PROGRAM UTILIZING THE MENTOR CONCEPT

The thrust of this presentation was to share the positive results of an established retention program. This program provided specific instructional and support services for selected students. The program included orientation to and enrollment in developmental courses, assignment to a staff mentor, regular and continuous monitoring of progress, and the provision of adequate tutorial and counseling

ADKINS & FELTON cont'd

services for each student.

Methods used to solicit mentors and others who could provide enthusiastic support for this high-risk and minority group were outlined. A discussion on how to avoid stigmatization of the student and program followed the presentation.

Statistical data, forms, brochures and other information were available.

SYKES, ROSLYN K.
Southern Illinois University at Edwardsville
STOCKHOLM - Monday, Nov. 3, 1986; 9:00 a.m. - 10:20 a.m.

BLACK BACCALAUREATE NURSING STUDENTS: STRESSORS, SOCIAL SUPPORTS, AND RETENTION STRATEGIES

This presentation addressed the research findings of a study that determined the perception of stressors and social supports of Black baccalaureate nursing students in predominantly white NLN-accredited nursing programs in the Midwest Region. Stressors in the collegiate nursing environment and the social supports that buffer the stressors were identified. Information focused on a mentor program and a federally-funded support program to recruit, retain and graduate academically and economically disadvantaged nursing students from a predominantly white baccalaureate nursing program. Information presented was the product of a doctoral dissertation and the beginning phase of a proposal funded in June 1986.

BROOKS, ETHEL & SINGLETON, ROY
University of North Florida
STOCKHOLM - Monday, Nov. 3, 1986; 9:00 a.m. - 10:20 a.m.

PRECOLLEGIATE STRATEGIES, ACTIVITIES AND CONTINUOUS COLLABORATIVE EFFORTS: REQUISITES FOR BLACK STUDENT RETENTION IN POSTSECONDARY INSTITUTIONS

Designed to describe the origin, purpose, goals, objectives, and activities of the Florida Institute of Education, the presentation acquainted the participants with the various Institute programs. To achieve this goal, running commentary was used along with an audio/slide presentation as the FIE study was told. These same techniques were also used in explaining and summarizing the activities that help postsecondary institutions retain Black

BROOKS & SINGLETON cont'd

students. The Institute takes the position that student retention should be a concerted, collaborative effort which involves people and relevant activities long before students enter college. One such Institute program is the Precollegiate Program which, through close collaboration with the public high schools, community colleges, and state universities, utilizes high school level workshops as a service delivery strategy to increase the college-bound pool of Black high school students. The activities and strategies generated in these workshops are timely, and may have long-term effects and serve as buttresses and foundations that will preclude Black students from becoming "college-leavers."

TERRELL, DAVID L.
Tennessee State University
STOCKHOLM - Monday, Nov.3, 1986; 9:00 a.m. - 10:20 a.m.

CHEMICAL ABUSE PREVENTION PROGRAMMING AND BLACK STUDENT RETENTION

Focus was upon problems which relate to or stem from chemical abuse on Black college campuses, where thousands of Black males and females, future parents, gain higher education, preprofessional training and significant socialization experiences. Roles which fraternities and sororities have had in shaping, even promoting, alcohol consumption as an activity were explored. Attention was given to social-host responsibility and alcohol beverage legislation.

DIXON, HAROLD
University of Wisconsin-Milwaukee
QUEBEC - Monday, Nov. 3, 1986; 9:00 a.m. -10:20 a.m.

NONACADEMIC FACTORS IN THE RETENTION OF MINORITY STUDENTS IN HIGHER EDUCATION

The paper provided background information about some nonacademic factors which influence the retention of minority students. In addition, the findings of an investigation conducted within a predominantly white university system were presented.

WILKERSON, DIANE
Kennesaw College
QUEBEC - Monday, Nov. 3, 1986; 9:00 a.m. - 10:20 a.m.

WILKERSON cont'd

THE BLACK COLLEGIAN ADVISEMENT PROGRAM - A COMPREHENSIVE BLACK STUDENT RETENTION MODEL

Focusing on a program which was implemented to address problems that Black students face on predominantly white campuses, the presentation addressed retention strategies which have been effective in improving retention of Black students at Kennesaw College. The model involved an innovative and comprehensive approach which was designed to improve variables such as the institutional climate, community perception of the college, faculty expectations Black student support services, and Black student attachment to the College.

JOHNSON, JOY L.
Norfolk State University
QUEBEC - Monday, Nov. 3, 1986; 9:00 a.m. - 10:20 a.m.

EVALUATION RESEARCH DESIGN FOR ACADEMIC ADVISEMENT PROGRAMS

Academic advisement has traditionally been utilized in higher education programs to direct students in curriculum decision-making, leading to the achievement of life/career goals. Casual linkages have been drawn between the academic advisement process and student outcomes, such as increased retention rates, decreased dropout rates (especially among high-risk students), and increased numbers of graduates and applicants for graduate studies. In this paper an evaluative research design was proposed which would mark an initial assessment of the effectiveness of an university-wide advisement program. Through use of a triangulated research design, the following objectives would be accomplished: 1) determination of current student outcomes at this university; 2) assessment of student perceptions of advisors and program satisfaction overall; and 3) evaluation of correlations between these essential variables.

INCARDONE, PETER
Jersey City State College
QUEBEC - Monday, Nov. 3, 1986; 9:00 a.m. - 10:20 a.m.

HELPING MINORITY STUDENTS REMAIN IN COLLEGE BY IMPROVING THEIR READING, WRITING AND STUDY HABITS

As we enter the second decade of teaching remedial reading and writing at the college level in America, we reflect on the past and ponder the future.

INCARDONE cont'd

Three thoughts come to mind:

1. The flow of postsecondary students who require skills assistance is not diminishing, and the demand for skills instruction will remain with us for another ten to twenty years.
2. Far too many minority students drop out or fail out of college due to weaknesses in reading, writing and study skills.
3. There is a feeling of concern among college instructors that skills courses at the postsecondary level are "too little, too late."

This presentation affirmed that language skills at the college level can be successful. Priorities in instruction must be adopted and systems (holistic, global) of study must be stressed, rather that drilling in individual skills or subskills of reading and writing. Further, we must practice at the postsecondary level what we have been preaching to elementary and secondary instructors - reading and writing is best taught and learned in the academic subjects.

A twenty-page packet of informational hand-outs was distributed to each attendee and various sample systems of study were discussed and analyzed. Actual college freshman worksheets used in various college courses were reviewed for strengths and weaknesses.

MISERANDINO, ANTHONY D.
Sacred Heart High School
COPENHAGEN - Monday, Nov. 3, 1986; 9:00 a.m. - 10:20 a.m.

COLLEGE EDUCATION, MINORITY STUDENTS, AND CATHOLIC HIGH SCHOOL: PARTNERS IN SUCCESS

Most Catholic high schools (82%) have students whose family incomes are below the federal poverty level; 8% per cent of schools enroll more than 20% of their students from low-income families (family income below $10,000). The National Catholic Education Association (NECEA), with funding from the Ford Foundation, has produced a landmark study, Catholic High Schools: Their Impact on Low Income Students.

This presentation examined factors related to the success of those schools that enroll economic and racial minorities. The research findings were supported and

MISERANDINO cont'd

demonstrated by a case analysis of a secondary school in an urban area which enrolls 22% of students who qualify for federal economic support; over two-thirds of these students are from Black families. Approximately 85% of these students go directly into postsecondary colleges.

DeFOUR, DARLENE C.
Hunter College
COPENHAGEN - Monday, Nov. 3, 1986; 9:00 a.m. - 10:20 a.m.

RETAINING BLACK GRADUATE STUDENTS

The limited research on minority graduate students has suggested that this population is socially isolated from their departmental communities. The present study empirically examined how social integration was related to academic performance and psychological well-being, among 89 Black graduate and professional students. In contrast to earlier research, the impact of the departmental member's ethnicity on social integration was taken into account. Students reported more contact outside of school with Black faculty and students, and less with non-Black faculty and students. The frequency of nonschool contact with Black faculty was related to perceived academic performance, mental health, and whether the subject had considered dropping out of school. The results of a discriminant analysis suggest that those students who were more socially integrated to their academic departments were less likely to have thought about dropping out of school.

NURSE, ESROLD
University of Wisconsin-Parkside
COPENHAGEN - Monday, Nov. 3, 1986; 9:00 a.m. - 10:20 a.m.

RESPONDING TO THE RETENTION OF BLACK STUDENTS ON A SMALL PREDOMINANTLY WHITE CAMPUS

In an effort to encourage and increase the enrollment of Black students on a small predominantly white campus, a model for retention of Black students was designed at the University of Wisconsin-Parkside. The conceptual framework of the model was based on a precollege program (grades 8-12), with predetermined goals and objectives. Specific activities like Campus Support Services, and a monitoring/tracking system for freshmen was discussed. In addition, techniques for creating faculty awareness and involvement, providing Black role models and increasing financial support services was presented during the demonstration.

RASHID, EDWARD KHIWUWA
University of Arizona
COPENHAGEN - Monday, Nov. 3, 1986; 9:00 a.m. - 10:20 a.m.

ELIMINATION OF ACADEMIC "CULTURE SHOCK": DEVELOPING PROGRAMS FOR THE RETENTION OF BLACK STUDENTS ON MAJORITY WHITE CAMPUSES

The thrust of the study was to focus on how Black students survive on the majority white campuses. The author reviewed the retention and attrition programs that are currently provided by the six major universities with over 30,000 students. The targeted schools were: University of California - Los Angeles; University of Kansas in Lawrence, Kansas; and the University of Arizona in Tucson, Arizona. The selection of these schools was based on the following criteria:

1. Comparable relative minority and majority student bodies
2. Available minority student programs at the onset of 5-10 years
3. Location of the university (proximity to the city neighborhoods)

While in some instances, the author compared and contrasted the program, the study avoided serious criticisms. The author also attempted to analyze opinions from the interviews of the educators and Black students randomly selected across the country. The results were determined using a series of statistical instruments.

NOVELS, ALPHONSE N.
Indiana University of Pennsylvania
AMSTERDAM - Monday, Nov. 3, 1986; 9:00 a.m. - 10:20 a.m.

ACADEMIC ADVISING FOR CREDIT: AN ALTERNATE APPROACH TO IMPROVE STUDENT RETENTION

This presentation described three one (1) credit courses that have been developed and are offered as a series to assist students as they adjust to higher education. The courses focus on informational needs, motivational concerns and specific life skills that are necessary if adjustments and academic achievement within the higher educational setting are to occur.

WIGGLESWORTH, EVELYN H.
Norfolk State University
AMSTERDAM - Monday, Nov. 3, 1986; 9:00 a.m. - 10:20 a.m.

COMPREHENSIVE PLANNING MODEL FOR BLACK STUDENT RETENTION

The presentation focused on a comprehensive approach to planning and monitoring student educational and career development. The essence of the model and its function as a management tool for student retention was explained. The model included a component designed to provide structured training in the area of advising for a campus-wide corp of faculty members. The term comprehensive is used to denote an all encompassing approach to student advisement. Information presented was extracted from a Title III funded program.

CONCURRENT SESSIONS II

TUNSTALL, LUCILLE H. & FARMER, MATTIE G.
Clark College
AMSTERDAM - Monday, Nov. 3, 1986; 10:30 a.m. - 12:00 noon

PREDICTING STUDENT SUCCESS IN ALLIED HEALTH CAREER EDUCATION

The purpose of this study was to compare traditional predictors with selected nontraditional predictors of success for students enrolled in allied health programs. The investigations sought to determine success indicators which assessed experiences that the students brought to college and to use these experiences as predictors for the completion of the allied health programs. The data, collected from 1975 through 1981, was collected from two samples, graduates and nongraduates from the allied health professions. The study characterized each member of the sample group by socioeconomic background, educational preparation, and career plans.

The current predictors of student success are the high school grade point average, Scholastic Aptitude Test (SAT) scores, personal interviews, and recommendations. These indicators rank students performance in relation to each other, thus failing to draw upon any other unique set of experiences that contribute to the learning process. Often these tests do not give an adequate assessment of all the experimental learning which may be good predictors of students' performances. Assessment of background characteristics, study habits, career preferences, self-images and nontraditional measures of academic achievement are unique characteristics that all students bring to college.

TUNSTALL & FARMER cont'd

The chi-square statistical analysis found significant differences between graduates and nongraduates in parental feelings, relationships with others, and home relationships. This study was prepared for the Career Advancement Institute of the United Negro College Fund and funded by the U.S. Department of Labor, Office of Youth Programs.

CULBERT, ARTHUR
Boston University School of Medicine
QUEBEC - Monday, Nov. 3, 1986; 10:30 a.m. - 12:00 noon

EARLY MEDICAL SCHOOL SELECTION PROGRAM (EMSSP)

The Early Medical School Selection Program began in 1982 following two years of ongoing discussions with presidents and premedical advisors at the four colleges within the Atlanta University Center. After a program concept was designed, The Robert Wood Johnson Foundation supported its implementation beginning in October, 1983. At present, there are eight participating undergraduate institutions: Clark College, Hampton University, Morehouse College, Morris Brown College, Pembroke State University, Spelman College, Tougaloo College and the College of the Virgin Islands.

The objective of the Early Medical School Selection Program is to successfully address the problems facing minority students during the continuum of their undergraduate premedical/medical education. The intention is to maximize the retention of minority students in the program through a carefully coordinated intergration of their undergraduate premedical and preclinical medical education. In this model, successful intervention is based on an early and more gradual transition into medical school by accepting students during the second semester of their sophomore year of college in the absence of MCATs. The program has been modeled after the innovative Modular Medical Intergrated Curriculum which was implemented at Boston University in 1977 as part of the Interface Program supported by the Commonwealth Fund.

JIMENEZ, FRANK
The California College of Podiatric Medicine
QUEBEC - Monday, Nov. 3, 1986; 10:30 a.m. - 12:00 noon

CAREER OPPORTUNITIES FOR BLACK AMERICANS IN PODIATRIC MEDICINE

JIMENEZ cont'd

The presentation focused on the following five areas:

1. Advantages of a career in podiatric medicine.
2. The doctor of podiatric medicine - the scope of the profession.
3. Preparing for a podiatric medical career.
4. The colleges of podiatric medicine.
5. The severe shortage of minorities in podiatric medicine, especially Black Americans in the profession.

A podiatrist assisted in addressing the issues. The basic format of the presentation was as follows.

- I. Introduction
    - A. Presentation by the podiatrist, who shared perspective about the need for more Black podiatrists in the United States
- II. Multi-media slide presentation about the California College of Podiatric Medicine
- III. Question and answer period

JACKSON, ARTHUR R.
University of Massachusetts at Amherst
COPENHAGEN - Monday, Nov. 3, 1986; 10:30 a.m. - 12:00 noon

THE FUTURE OF COLLEGE FINANCING FOR BLACK STUDENTS: FINANCIAL PLANNING VS. FINANCIAL AID

This presentation was for participants who were concerned with assisting Black students and their parents with financing a college education. Participants discussed current strategies and programs of both short term and long range financial planning. Four programs were discussed: educational savings programs, institutional installment payment plans, early financial planning programs in the community and how to set up a scholarship locating service.

The second part of the presentation focused on other ways institutions can help students to deal with under-utilized factors in financial aid such as: 1) assisting students with budgeting their money; 2) setting up a debt management program; 3) helpful hints for getting students to meet financial aid deadlines; and 4) creating development efforts for aid programs.

O'DANIEL, RICHARD M.
Norfolk State University
COPENHAGEN - Monday, Nov. 3, 1986; 10:30 a.m. - 12:00 noon

AN EXPERIENTIAL CASE METHOD APPROACH FOR DEVELOPING ANALYTICAL CONCEPTUAL SKILLS: A SELF-PACED PEDAGOGICAL SYSTEMS APPROACH

Research in developing an Experiential Learning Skills Model, grew out of sixteen years of urban postsecondary and higher education teaching experiences with disadvantaged students, in New York, Pennsylvania, Massachusetts, New Jersey, and Virginia. Through continued classroom application and development, this model has provided an extremely effective teaching tool for addressing the often overwhelming problems associated with written and oral communication, and analytical conceptual problem-solving skill deficiencies in students. A case method approach involving individual and small group experiential learning exercises is used. Students are required to master five competency levels. Hegel's Science of Logic serves as the conceptual foundation for the model, which focuses on developing rational dialectical reasoning and communication skills in management, and other social science students. The model employs an inclusive learning approach examining the obvious symptoms of poorly developed analytical conceptual problem-solving skills, which show up in written/oral communication, and objective test-taking. The model further provides learning aids for addressing problems stemming from attitude, motivation, and life experience, often associated with learning skill problems and deficiencies in college students.

BYRTS, SAM
The Emporia State University
COPENHAGEN - Monday, Nov. 3, 1986; 10:30 a.m. - 12:00 noon

EXPERIENTIAL EDUCATION AS A MEANS OF RETAINING STUDENTS

Experiential education has increasingly become an integral dimension of a student's total learning experience in the American system of higher education. Learning found outside the confines of the classroom adds relevance to education and strongly fortifies the individual in the total development and learning process. Moreover, experiential education significantly enhances and improves the retention and academic performance of students, and it impacts on their career development and personal growth. Understanding better what is taught in the classroom builds a student's self-confidence and increases the motivation level of students who are able to apply academic theory to

BYRTS cont'd

on-the-job, practical, career-related work experience. Because of the close contact which usually occurs between the student participating in an experiential learning assignment, and the faculty member who assesses and supervises the learning, the student receives more individualized attention and project focus. This type of relationship provides the student with the perception that someone cares about him, and Black students can easily discern the difference between whether or not they stay or leave the institution. Information presented was the result of research findings relative to an Experiential Education Program that focuses on student retention. Abstracts of programmatic materials were distributed.

FITTS, JEAN D.
New Jersey Department of Higher Education
AMSTERDAM - Monday, Nov. 3, 1986; 10:30 a.m. - 12:00 noon

PREVENTING STUDENT ATTRITION: WHAT RESEARCH SAYS ABOUT LOCUS OF CONTROL AND ACHIEVEMENT

A perplexing phenomenon occurs when students are given the same academic support services. Some students persist and ultimately graduate, while others who had the same educational services drop out. This presentation addressed the locus of control construct of social learning theory, which offers a possible answer to the problem of understanding the differences in individual motivation and achievement. Locus of control refers to a person's perception that he or she has control over the events in his/her life, or the alternate perception that external forces such as luck, fate or others are responsible for events that occur.

BLAKE, JoANN P., LOTT, MARY, & BROWN, ALEXANDER
Prairie View A&M University
AMSTERDAM - Monday, Nov. 3, 1986; 10:30a.m. - 12:00 noon

RETENTION OF DISADVANTAGED STUDENTS (RODS): PATHWAY TO PROFESSIONALISM

The retention of high risk students in professional programs requires strategies that will actualize student potential and facilitate achievement. The presentation focused on a retention program in nursing that has a two-pronged approach: (a) academic support (enrichment, tutoring and remediation), and (b) counseling and advisement (personal-social). Presentors described the

BLAKE, LOTT, & BROWN cont'd

strategies implemented and learner outcomes. Those factors which impacted positively on academic performance and social/personal adjustment to college environment were highlighted. The purpose of the RODS project is to develop and implement a program to recruit and retain individuals from disadvantaged backgrounds into the College of Nursing, facilitate their successful completion of a baccalaureate nursing program and motivate them to return to their communities to provide improved health care services. Information presented was the product of a federally funded program.

CARTER, SHIRLEY S.
Louisiana State University
AMSTERDAM - Monday, Nov. 3, 1986; 10:30 a.m. - 12:00 noon

MINORITY STUDENT RETENTION: AN ASSESSMENT OF WHAT WORKS

The paper represented findings from a study conducted at a major university on the retention of minority students in journalism. The hypothesis that academic monitoring positively correlates with the improved academic performance of minority students was tested. The study drew from traditional retention research as well as attrition research, and examined the notion of institutional fit, a concept explored by Lenning, Beal and Sauer (1980). The study produced a profile of the minority students most likely to succeed in journalism at a major, predominantly white institution.

GRIMMETT, MURIEL A. S.
Rutgers University, Livingston College
AMSTERDAM - Monday, Nov. 3, 1986; 10:30 a.m. - 12:00 noon

BLACK STUDENT RETENTION

With the steady decline of Black students, matriculating and persisting at institutions of higher education, one finds an ever increasing need to counter-balance the "failure syndrome" exhibited by many of these students. Countless articles and books have been written stressing the need for access programs to increase the number of minorities entering higher education, as well as programs designed to increase the competency levels and/or academic skills of Black students. Because of the growing demand to be accountable, many institutions of higher education have sought to respond to this problem. While inadequate competency skills are a factor in retention,

GRIMMETT cont'd

recent studies have revealed that other indices have contributed to Black student attrition.

This presentation, based upon a research study conducted on the role of student services and the Black student, examined perceptions and concerns in terms of a holistic student service model. The holistic achievement model examines the delivery of student services in terms of cognitive, affective, and physical services within academic support. This model stresses the need for minority educators to be aware of, and address, cognitive concerns. But, equally as important, it stresses the need to develop the affective and physical functioning of the Black student as part of the retention process.

The presentors accomplished the following objectives:

1. Examined student support services related to affective, cognitive and physical concerns;
2. Outlined the major role of the minority educator as a catalyst for developing negotiation skills; and
3. Presented strategies for achieving the holistic student services model.

SINCLAIR, ELIZABETH A.
Kent State University
TRINIDAD & MADRID - Monday, Nov. 3, 1986
10:30 a.m. - 12:00 noon

BLACK STUDENT RETENTION PROGRAMS AT KENT STATE UNIVERSITY'S COLLEGE OF BUSINESS ADMINISTRATION

A presentation of several programs implemented to improve retention of Black students enrolled in KSU's College of Business Administration. Among the programs presented was one that highlighted experiences in organizing a minority mentoring program, and the development and implementation of Black role model seminars. Printed materials were distributed.

TOMBLIN, JIMMY
Chicago State University
TRINIDAD & MADRID - Monday, Nov. 3, 1986
10:30 a.m. - 12:00 noon

TOMBLIN cont'd

COPING STRATEGIES OF BLACK STUDENTS AT A FOUR-YEAR UNIVERSITY: IMPLICATIONS FOR STUDENT RETENTION

Many Black students entering college after graduation from urban public high schools are ill-prepared economically, socially, psychologically, and academically for college level work. This paper examined ways that Black students survive in college, focusing on psychosocial and behavioral factors such as attitudes problems, perception of self, university life, and reasons for being in school. Manipulative behaviors as survival techniques, and what happens when results are undesirable, were highlighted. Defective support systems and their affect on learning potential, the impact of perceived poverty on learning, and attempts by Black students to transfer social skills developed for inner city living to university life were discussed.

BUNCH, DAN
Boston College
STOCKHOLM - Monday, Nov. 3, 1986; 10:30 a.m. - 12:00 noon

LEARNING TO LEARN: IMPROVING RETENTION THROUGH CRITICAL THINKING SKILL DEVELOPMENT

The Learning to Learn Thinking Improvement Program, a system of critical thinking skills which has a 20-year history of research and development, was presented. Data on the effectiveness of LTL in improving educationally disadvantaged minority students' grade point averages and retention in college through graduation have been validated by the U.S. Department of Education. As a result, the Department has recommended LTL for national dissemination. LTL is now in use at over 50 colleges nationally, and has been adopted by a number of Black institutions, including Spelman and Clark Colleges in Atlanta.

SHUKLA, P. K.
University of California, Los Angeles, California
TRINIDAD & MADRID - Monday, Nov. 3, 1986
10:30 a.m. - 12:00 noon

THE UTILIZATION OF MICROCOMPUTERS AND MARKETING TECHNIQUES TOWARD SELF-ASSESSMENT OF, AND SOLUTIONS TO, RETENTION CONCERNS

The concerns faced by colleges and universities regarding self-assessment of, and solutions to, retention difficulty require complex analysis. As contrasted with

SHUKLA cont'd

intuitive and nonquantitative approaches, this demonstration session illustrated how microcomputers and marketing techniques can be utilized in the development of more complete analyses. Specific outputs and potential reports generated were reviewed from actual case application. With the increasing complexity of the campus administrative task and the increased availability/capabilities of microcomputers, new approaches should be taken in dealing with retention problems.

WOODS, SANDRA L.
Florida International University
TRINIDAD & MADRID - Monday, Nov. 3, 1986
10:30 a.m. - 12:00 noon

SURVIVAL POLITICS: FROM MATRICULATION TO DIPLOMA

Developing an array of simple but imperative survival skills eases Black students into college life and helps to ensure a relatively safe passage from matriculation to diploma. There are a bag of tricks . . . components of a survival kit, which focus relatively inexperienced Black students' attention on a successful higher educational experience. Among these are emphasis on timely and "attractive" completion of writing and other class assignments; engaging the personal attention of professors and becoming a part of student leadership network, even in a peripheral way; "buying in" yet maintaining a critical, questioning stance; demonstrable participation in class, program and campus projects; and remaining alert for informal signals, e.g., "teaming for success" study and social groups.

AMORY, MARION B.
Reading Consultant, Boston, Massachusetts
TRINIDAD & MADRID - Monday, Nov. 3, 1986
10:30 a.m. - 12:00 noon

A COMPREHENSIVE-INTERDISCIPLINARY PROGRAM FOR THE RETENTION OF NONTRADITIONAL STUDENTS

A hypothetical study was made of the effective alternatives that concerned faculty implemented regarding Black student attrition. In the area of admissions and recruitment data was obtained from the University's Admission's Committee regarding the number and type of Black students who applied to this particular University. The background and the four-year educational performance of 163

AMORY cont´d

Black freshman students who entered in 1981 were studied.

The proposed two-year program is designed to accomplish three objectives: 1) include the acquisition of organized knowledge in the three fields of subject matter - language, literature, and the fine arts; mathematics and natural science; history, geography and the study of social institutions; 2) the development of intellectual skills, all of which are skills of learning and thinking, and 3) the enhancement of the understanding of basic ideas and values.

The Learning Assistance Center provides individual and small group instruction within the context of Chall´s developmental reading stages. Individual instruction is based on individual diagnostic testing, and reading and writing skills are to be taught in close association with each other. More specifically, emphasis is placed on metacognitive and comprehension skills, schema construction and activation, story grammar, and Meyer´s system of hierarchical text structure and rhetorical relation, inferential and critical reading, thinking, and writing skills, and vocabulary development.

Program evaluation was based on positive student outcomes and on the degree of student-faculty satisfaction. Measurable feedback information includes scores obtained on standardized tests, QPA, and results of Informal Reading Inventory tests.

MICKEY, ROSIE CHEATHAM
The University of Akron Community and Technical College
STOCKHOLM - Monday, Nov. 3, 1986; 10:30 a.m. - 12:00 noon

PROBLEMS IN COUNSELING/ADVISING AT HIGH SCHOOL AND COLLEGE LEVELS (POSITION PAPER)

Focusing on the problems Black students face in the counseling and advising process at the secondary and higher education levels, several vignettes of students who have been victimized by the process were presented. The presentation, which was a position paper, addressed several approaches that may be used to enhance retention of Black students in predominantly white universities. Information presented was the product of administrative observations made at the high school and college levels.

GRIER, VERNON E.
The William Patterson College
STOCKHOLM - Monday, Nov. 3, 1986; 10:30 a.m. - 12:00 noon

CULTURAL CLARIFICATION: A DETERRENT TO BLACK STUDENT ATTRITION

The focus of this presentation was on the importance of developing retention programs for minority students that function from an Afrocentric perspective. Further, they involve more than student personnel staff members, so that the totality of the students' experience is addressed.

The introduction of a cultural component through academic channels in coordination with student services such as counseling and other support systems should enhance and enrich students' self-perspective and provide a stronger cultural base. This helps those students who find themselves in an alien environment to better withstand the prejudices they face. Studies have indicated that such networks of assistance can provide important barriers to student attrition.

JACKSON, EDWARD M.
Fayetteville State University
STOCKHOLM - Monday, Nov. 3, 1986; 10:30 a.m. - 12:00 noon

BLACK STUDIES AND BLACK STUDENT RETENTION IN COLLEGES AND UNIVERSITIES

The purpose of this research was to illustrate whether or not there is any relationship between Black Studies Programs and Black student retention. Based upon preliminary research, Black Studies Programs, alone, do not make the difference. One consistent variable does seem to be the number of Black faculty at a university or college. But even that alone does not make the difference. It has to be a particular type of Black faculty member, one who seems to care about the Black students and one with whom the student can identify.

On predominantly white campuses, there seems to be a need for a "place" where the Black students can congregate or gather. A Black Student Center is important for Black students.

A questionnaire was sent out to at least seven directors of Black Studies Programs. Initially, two (2) responses were returned. Attempts were made to interview the individual directors.

JACKSON cont'd

The research concluded that there are a variety of factors that contribute to the demise of Black students on campuses. This research focused attention on an institutional aspect of the problem; however, more attention could be given to the individual aspect of the problem.

CONCURRENT SESSIONS III

SHUKLA, P. K.
University of California
TRINIDAD & MADRID - Tuesday, Nov. 4, 1986
10:40 a.m. - 12:15 p.m.

THE COMPTON COMMUNITY COLLEGE CASE: AN EXAMPLE OF SELF-ASSESSMENT AND SYSTEMS SOLUTION TO BLACK STUDENT RETENTION

Compton Community College, a predominantly Black institution in Southern California, has conducted a self-assessment of enrollments and retention rates by student characteristics. Under the leadership of a new president, a comprehensive plan has been developed, including the following categories: academic criteria, curricular continuum, student services, and outreach efforts. This paper reviewed the systematic approach utilized in assessments of the College's status and the application of a systems perspective toward solution of attrition concerns.

AARON, MELVIN C.
University of California at Irvine
TRINIDAD & MADRID - Tuesday, Nov. 4, 1986
10:40 a.m. - 12:15 p.m.

COMPARATIVE RETENTION RATES: PERSISTENCE, ACADEMIC ACHIEVEMENT PATTERNS AND GRADUATION RATES OF SELECT UNDERGRADUATE STUDENT SUBPOPULATIONS ENTERING THE UNIVERSITY OF CALIFORNIA - IRVINE, FALLS 1979-1984

Persistence, academic achievement patterns and graduation rates of select student subpopulations entering the University of California at Irvine during each fall semester, 1979-1984 were displayed, compared and subjected to trend comparisons. Through the use of regression and discriminant analyses, appropriate explanatory and predictive models were derived to inform an institutionally directed approach to improving retention efforts.

AARON cont'd

Differential models were developed for both "underrepresented" ethnic minorities and traditional students.

STAMPS, DELORES B.
Jackson State University
TRINIDAD & MADRID - Tuesday, Nov. 4, 1986
10:40 a.m. - 12:15 p.m.

COPING ABILITY AS A PREDICTOR OF ACADEMIC ACHIEVEMENT AMONG BLACK COLLEGE STUDENTS

This presentation focused on research that examined the relationship between students' ability to master the demands of their environment and their achievement. In other words, the investigation sought to ascertain whether black students' coping ability was predictive of their achievement and/or success in college. To conduct this investigation, data was collected from 120 freshman students enrolled at a historically and predominantly Black four-year institution of higher learning located in a southeastern state. Subjects' coping ability was assessed by the Coping Instrument, and their achievement was indicated by their grade point average(s). Data analysis indicated that there was a significant relationship between students' coping ability and their achievement. Coping ability accounted for 30.55 percent of the variance in student achievement. This signified that high coping ability students were the higher academic achievers. The presentation clearly explicated the study's research design, methodology and results. Concomitant implications for Black student retention and persistence were also given.

THOMSON, GREGG E.
University of California, Berkeley
STOCKHOLM - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

WHAT ARE GOOD BLACK RETENTION STATISTICS?

What are good retention statistics for Black students attending a predominantly white university? The presentation demonstrated how we might begin to answer this question. With empirical examples drawn from the presenter's retention research, both senses of "good retention statistics," i.e., as satisfactory or improved retention rates and as technically sound and useful ways to document these rates, are considered. A range of policy-relevant questions about retention statistics were discussed. These included four areas: (1) how to decide what statistical measure of Black student retention is the most appropriate and useful; (2) how to determine a "fair" Black retention rate; (3) how to demonstrate that precollegiate or freshman intervention programs for "high risk" students have lasting positive retention effects; (4) why it is important to examine the extent to which variation in retention rates among Black students is associated with levels of academic preparation, socioeconomic background and other factors. A brief written guideline for "good" Black retention statistics was distributed.

MOORE, SANDY & BERRIO, EIDA
New Jersey Institute of Technology
TRINIDAD & MADRID - Tuesday, Nov. 4, 1986
10:40 a.m. - 12:15 p.m.

BLACK STUDENT RETENTION IN COLLEGES AND UNIVERSITIES: STRATEGIES FOR INCREASING THE NUMBER OF ARCHITECTS AND ENGINEERS

The presentation focused on the critical connection between the recruitment and retention of Black students in higher education. Primarily, the discussion addressed strategies for future architects and engineers, paying particular attention to six areas:

1. Retention vs recruitment - the critical link
2. Literature review
3. NJIT´s EOF Program and its relationship to precollege initiatives
4. Images
5. Strategies
6. Evaluation

Attempts were made to illustrate some strategies employed by NJIT, New Jersey´s premier technological university, and to share some of the successes as well as the failures.

MORTON, CORNEL N.
University of Maryland
STOCKHOLM - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

BLACK STUDENT RETENTION PROGRAMS IN HIGHER EDUCATION: POLICY AND IMPLEMENTATION

Access to higher education has been one narrow avenue for the upward mobility of Black and other minority

Americans. Given the relationship between social mobility and higher education, any policy or action that limits, for any reason, Black student access to higher education will have a serious impact on patterns of mobility in minority communities. Estimates are that only five out of thirty Black students who enter four-year colleges graduate on schedule. In addition, the data available shows that Black undergraduates have lower college retention rates than whites. Too often Black and other minority students see their institution as hostile places where white students and faculty perceive that all Blacks are "special admits" and beneficiaries of affirmative action. The central theme of this paper, namely the consideration of equity as a prevailing condition, required that Black and other minority students be given a chance to realize their ambitions and aspirations through education. More specifically, this paper highlighted components of a comprehensive program for Black student retention in a four-year predominantly white institution. Components of the program include a role model/mentor program involving faculty, staff and alumni, required placement tests, skill development courses and workshops, counseling activities and extensive tutoring. Each component is subject to assessment and evaluation in order to determine its effectiveness, in view of the institution's recruitment and retention goals. Underrepresentation of Black students in higher education continues. A comprehensive effort designed to address this imbalance appears to be an important factor. A commitment on the part of the institution to the broader goal of equity, in its attempt to tailor any program to the needs of Black students, is imperative.

HAYNES, JAMES H.
Morgan State University
STOCKHOLM - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

THE IMPACT OF FORCED DESEGREGATION ON STUDENT RETENTION

This presentation was designed to show a relationship, through an empirical analysis, between policy designed to enforce the integration of institutions of higher learning and the subsequent enrollments at these institutions. The fundamental theory proposed was that an institution cannot retain students if it does not enroll students. Data showed a steady decline in Black students enrolling at historically Black institutions.

MASSEY, DELORIS M.
Florida Postsecondary Education
STOCKHOLM - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

STUDENT PROGRESSION AND EDUCATIONAL PERFORMANCE STANDARDS IN THE STATE OF FLORIDA

Student performance has improved in response to higher expectations in Florida. The state's student performance programs, including the Statewide Student Assessment Test I and II, the College Level Academic Skills Test (CLAST), and the Florida Teacher Certification Program, have documented considerable improvement in performance over short periods of time. State mandates regarding curriculum choices have also shown a remarkable impact on students' choice of courses as well as on student performance.

Minority performance, on the whole, trails that of white students. Over time, however, a pattern emerges showing initial minority performance to be quite low followed by an improvement rate considerably greater than that of whites statewide. Although full parity is not achieved and minority levels continue to trail those of whites, the disparity is reduced. More positive results are expected for minority students in future program evaluations.

The presenter provided a description of each of the Florida performance programs including: (1) the performance standard, (2) the rationale, (3) an approximation of the level of difficulty, (4) a description of the state-funded support programs and the funding levels for 1986-87, and (5) information on the performance of minority students.

BANKS, JAMES D.
University of Wisconsin-Madison
QUEBEC - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

BLACK STAFF AT MAJOR UNIVERSITIES: THE NEED TO TEACH

Recently in higher education there has been a cry to have more Black role models in institutions of higher learning. Since there is a distinct lack of Black Ph.D.'s in these settings, it would seem appropriate to have qualified Black staff members instruct students in their specific areas of interest. Initially, these courses could be looked upon as electives; however, with proper development and research these courses could become part of the required curriculum. This presentation examined the implications of utilizing Black staff in teaching positions.

BELL, EDWARD D.
SUNY College at New Paltz
QUEBEC - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

EARLY AWARENESS: THE NEW RETENTION

The concept of colleges taking an active role with middle school students is beginning to gain favor as a legitimate activity in two basic areas: minority student recruitment and minority student retention. Colleges willing to be future-oriented may well find that early intervention with middle school students is a profitable technique for building a pool of motivated, well-prepared college prospects less likely to drop out. Effective early awareness programming can influence self-concept, intellectual curiosity, goal-setting and self-discipline. This position paper explored two early awareness models: (1) Minority Expo 85, a regional consortium of public and private educators and corporate businesses, and (2) the College at New Paltz Minority Recruitment Program Early Awareness Institute. These models were presented to stimulate interest in student development prior to enrollment.

PENN, PATRICK & PANOS, ROBERT J.
Oberlin College
QUEBEC - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

THE RELATIONSHIP BETWEEN APTITUDE, FINANCIAL AID PACKAGING, AND RETENTION OF BLACK STUDENTS AT A PREDOMINANTLY WHITE, SELECTIVE LIBERAL ARTS COLLEGE

A current problem receiving national attention in American higher education involves the twin factors of declining enrollments among Black students and the declining numbers of enrolled Black students who persist to graduation. This problem is particularly acute at predominantly white institutions, where the majority of Black students are enrolled. Financial difficulty is often the most frequently cited reason given by students who do not enroll, or who do not persist to graduation; other frequently cited explanations for nonpersistence are related to academic pressures or aptitude. This session presented the results of a research study utilizing multiple linear regression analysis. The analysis was used to investigate the relationship between aptitude, factors in the financial profiles of parents, financial aid package characteristics, and persistence or nonpersistence to graduation among Black students enrolled at a predominantly white, selective liberal arts college from 1975-76 through 1985-86. A research bibliography, and written materials were distributed.

JOHNSON, SIMON O.
University of Florida
QUEBEC - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

RECRUITING AND GRADUATING BLACK STUDENTS

It is important for colleges and universities to find and recruit Black students who have demonstrated instances of success in their academic background. This presentation discussed the model program at the University of Florida, College of Education, which was designed to find, recruit, retain, and graduate a large percentage of the students. This model involves tutoring in all areas; the development of a positive self-concept; the development of responsibility; and improving test-taking skills for standardized examinations such as the GRE, SAT, ACT, and others.

CARROLL, JOULLIE
Medgar Evers College
CONOLY-SIMMONS, JOYCE
City College
COPENHAGEN - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

FACTORS AFFECTING ACADEMIC SUCCESS AND DROPOUT BEHAVIOR AMONG BLACK FRESHMEN STUDENTS AT A PREDOMINANTLY BLACK URBAN COLLEGE

This investigation focused primarily on the determinants of academic success and dropout behavior in a predominantly Black urban community college. A questionnaire was developed based on earlier research findings on student retention and attrition. Black college freshmen (N=137), from two different programs, participated in this study. Groups of persisting, dropout, and transfer students were identified in each program population. The data was analyzed using correlational analysis, discriminant analysis and analysis of variance.

Two variables, highest expected degree and counselor guidance effectiveness, were especially important. High school average was not a very good predictor. Students who were pursuing less than a bachelor's degree had the most negative attitudes toward their freshman college experience. Generally, three measures of students' attitudes toward their college experience (peer-group associations, student-faculty interactions, student-counselor interactions) were strongly related to student outcome.

Additional results indicated that transferring to another college significantly related to an interplay of multiple variables. Distance between college and home, English as a first language, and specification of the college as the student's first choice prior to admission also significantly related to freshman attrition in an urban community college. The transfer students represented a clearly distinct and rather different group from students who simply dropped out. Results also supported the importance of adequate counseling to student outcome, and their attitudes. Information presented was the product of dissertation research conducted at Teachers College, Columbia University. Materials were distributed.

WALTERS, DAVID
Brooklyn College
COPENHAGEN - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

THE VALUE OF PARENT EDUCATION AS IT AFFECTS THE RETENTION OF SEEK (SEARCH FOR EDUCATION, EVALUATION AND KNOWLEDGE) STUDENTS AT BROOKLYN COLLEGE

The Carnegie Council of Policy Studies in Higher Education recently reported that "because of deficits in our public school system, about one-third of our youth are ill-educated, ill-employed, and ill-equipped to make their way in American Society."

The TAN:PEP Study investigated the impact that parents have on the persistence in course work and retention of freshman in the SEEK (Search for Education, Evaluation and Knowledge) Program at Brooklyn College of the City University of New York. The results of this project suggested that emphasis be placed on more effective communication with parents and students and that a structured program be provided for parents that would include information giving/getting sessions, group discussion and assessment.

Upon gleaning the literature we came to the realization that more innovative parent education programs were needed to alleviate the deficits in public education.

This Research Project was funded by the City University of New York's SEEK Instructional Temporary Services Fund for Innovative or Experimental Courses.

DAVIS, JOHN M.
The Florida A&M University
AMSTERDAM - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

DAVIS cont'd

WAYS TO PREPARE MINORITY-GROUP STUDENTS FOR STANDARDIZED TESTING

This presentation summarized classroom tested and proven techniques involved in the issues of recruitment and retention of Black students who are systematically prepared for standardized (qualifying) examinations. First, it described how bright (but low scoring) students often are labeled incompetent, penalized or disqualified by standardized examinations, or discouraged by associated myths. Second, it detailed four characteristics of tests: whether they are measures of aptitude or achievement; whether they require students to produce or just recognize the best answer; whether they are interpreted in relationship to the scores of other students or in terms of some judgmental standards; and whether they are constructed by teachers in the schools or by some outside agencies. Other factors included students' physical and emotional conditions before, during and after exams and their ability to follow directions, budget time, and omit difficult questions. Most importantly, the controversy about coaching for tests was examined, and the complexity of the issue was addressed. Written materials were distributed.

McCLEAN, FREDA I.
Rutgers University, Livingston
COPENHAGEN - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

THE FRESHMAN STUDIES PROGRAM - AN INTERDISCIPLINARY APPROACH TO BASIC SKILLS FOR UNDER PREPARED COLLEGE STUDENTS

The four objectives of the presentation were: (1) to demonstrate how an interdisciplinary approach to the basic skills can be successful; (2) to demonstrate how cooperative relationships can be developed between administrators, counselors, and faculty; (3) to demonstrate how a team approach to the basic skills can lead to success; and (4) to familiarize others with what Livingston College of Rutgers University is doing for underprepared students. The presentation was in the form of a preliminary research report.

KELLY, EVELYN A.
College Survival, Inc.
AMSTERDAM - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

KELLY cont'd

A CLASSROOM TOOL TO AID IN BLACK STUDENT RETENTION AT COLLEGES AND UNIVERSITIES

This presentation focused on some of the power processes from the textbook, Becoming a Master Student by David B. Ellis. The textbook is being used in classrooms at over 700 college campuses, in freshman orientation and similar classes. It is a resource for new college students and a comprehensive collection of tools, techniques, hints, ideas, instructions, examples, methods, procedures, processes, skills, resources and suggestions that help in adjusting to and succeeding in school. It is now time for Black students to know and to own the fact that they create their own experiences, to learn how to use that power as an effective tool, and to handle classroom as well as life situations to become successful. Becoming a Master Student is a tool that aids in the interaction between students and teachers, making a difference in the lives of Black students as they become the "master student" that is inside each one of them.

MOGHADDAM, FARHIDEH K.
The Florida A&M University
AMSTERDAM - Tuesday, Nov. 4, 1986; 10:40 a.m. - 12:15 p.m.

FIRST-TIME-IN-COLLEGE (FTIC) PROFILE AND RETENTION PATTERNS

The purpose of this study was to identify the characteristics of persisting and nonpersisting freshman students at a predominantly Black postsecondary institution. A secondary purpose of this study was to determine retention patterns, and whether there were significant differences on a number of student and institutional variables between persisting and nonpersisting students at the end of the fourth year.

The variables used to characterize persisting and nonpersisting students were grouped as follows: 1) demographic; 2) academic, precollege, 3) academic, college; 4) educational plans and preferences; and 5) college impressions. Significant differences between returning and nonreturning students on these variables were determined using the t-test, chi square, and distribution analysis.

CONCURRENT SESSIONS IV

FANNIEL, RONALD N.
Florida Community College at Jacksonville
AMSTERDAM - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

FANNIEL cont'd

BROTHERS HELPING BROTHERS COMMUNITY MENTORSHIP PROGRAM

Matching Black male students one-to-one with Black male mentors for the purpose of retaining the male student until he reaches his educational goal was the focus of this program. This session focused on how Florida Community College at Jacksonville developed its Black male student retention program and the interaction and enthusiasm of busy ministers, lawyers, businessmen, doctors, educators, funeral directors, and engineers to give of themselves so freely to help another brother.

Further, you will learn how students and mentors are selected, matched and placed together, and how mentoring enhances the values of the student. Recruiting, structure, workshop and evaluation materials were also shared.

ELIMIMIAN, JONATHAN U.
The Florida A&M University
AMSTERDAM - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

THE IMPACT OF FEE PAYMENT ON STUDENT RETENTION

Traditionally, providing financial support is an effective strategy in recruiting and retaining students at the Historically Black Colleges and Universities in this country. Financial investment on the part of students themselves, parents, organizations and government has also served as a significant requirement in the financial pursuit of college education by minority students. In this study, a total population of 1,700 students who have partly paid/not paid their tuition fees were surveyed. The data collected and analyzed are helpful in the understanding of the sources of financial support available to students at the predominantly Black institutions of higher learning.

McKNIGHT, MAMIE L.
Dallas County Community College
AMSTERDAM - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT: A COMMUNITY DEVELOPMENT APPROACH TO RECRUITMENT AND RETENTION

The presentation described the community development initiative in the Dallas County Community College District - a seven college District - to meet the educational needs of underserved and emerging adult populations in the county. The model specifically targeted minority

McKNIGHT cont'd

populations in the service areas of each of the colleges throughout the District. Specific emphasis in the presentation was on the the following areas: project rationale; strategic and operational planning; the DCCCD definition of community development; demographic trends and analyses; implementation process; progress and current status of the project; and goals for the future. The internal and external environmental factors directly related to retention efforts were explained in detail.

WALDERS, DAVELEY & HARRIS, E. WAYNE
Fairfax County Public Schools
AMSTERDAM - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

ENHANCING BLACK STUDENT ACHIEVEMENT AND RETENTION - THE COMMITMENT AND APPROACH OF FAIRFAX COUNTY PUBLIC SCHOOLS AREA II ADMINISTRATIVE OFFICE

This presentation focused on building collaborative linkages between higher education institutions and public school systems that enhance the achievement and retention of Black students. The model presented was that of the Area II subdivision of Fairfax County Public Schools, which comprises thirty-nine schools in the Northern Virginia suburbs of the Washington, D.C. metropolitan area. The project presented highlighted partnerships between basic education and higher education. These partnerships provide elementary and secondary students with academic enrichment programs that familiarize them with campus life, advisement and career counseling programs, and linkages with minority organizations such as the National Association of Blacks within government that provide leadership training to these students. The presentation provided written materials and a videotape of several activities. Conferees were invited to comment, share ideas, and develop strategies for enhancing linkages with public school systems.

CRIDER, TYRONE, PARHAM, JAMES, & TURNER, AUDREAY N.
Central State University
STOCKHOLM - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

RECRUITMENT PLUS RETENTION: THE KEY TO SURVIVAL OF THE BLACK COLLEGE

Information Not Available

RAIFORD, CORNELIUS E.
Dartmouth College
STOCKHOLM - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

ACADEMIC AND NONACADEMIC SUPPORT FOR MINORITY FRESHMEN

An analysis of a program designed to provide additional academic and social support throughout the freshman year for students who may have some difficulty in adjusting to the rigors of a traditional highly competitive college curriculum. The program is coordinated through the Freshman Office. The major components of the program are four courses in English and mathematics, intensive academic advising, tutorial assistance through individual sessions and small group workshops, peer counseling and monitoring of each student´s progress. The Intensive Academic Support (I.A.S.) Program at Darmouth selects students using various evaluative methods, including SAT scores, departmental placement examinations, and previous academic experience. Fifteen per cent of freshmen are enrolled in program the and approximately forty per cent are minority. Printed materials were distributed.

DAVIS, WILLIAM
Rutgers University
STOCKHOLM - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

A BLACK MALE SUPPORT GROUP ON AN URBAN CAMPUS

Disturbed by the decline in the admission and retention of Black male students, members of the Black male faculty and staff have formed a support group for Black males attending NCAS, UC, and CN. Acting as mentors, faculty and staff have been meeting with students to discuss problems. Career opportunities is one of the topics the group has explored. The group has produced a complete directory of Black students, by class year and major. The directory has been used to facilitate the formation of study groups and to improve academic advisement.

According to the students, this is the first opportunity they have had to meet other Black students, as well as faculty and staff, in such an academic/social setting. The activities of the group have been supported by the Dean of Instruction and plans are underway for an expanded program in the future.

JOHNSON, A. LEE
Strategic Learning Systems
STOCKHOLM - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

STRATEGIC LEARNING SYSTEMS: SOLVING RETENTION PROBLEMS BY EXPOSING THE SELF-ESTEEM CONSPIRACY

Attention is directed to the historically-specific, socioeconomically generated matrix of unexamined, unaware belief systems and frames of reference that truncate the individual´s power to affirmatively intervene in invalidating circumstances (the Invalidating Paradigm). The SLS model presented the following experiential process.

1. Experiencing and reinterpreting the effects of the Invalidating Paradigm.
2. Demonstrating a method for transforming the Invalidating Paradigm into the Affirmative Paradigm, which allows the individual to become a master of circumstances.
3. Demonstrating how the individual colludes with the invalidating environment, e.g., the Self-Esteem Conspiracy. The Self-Esteem Conspiracy is the process in which the individual "conspires" with invalidation by believing that she/he or her/his group is unattractive, unintelligent, or powerless, based on unaware, self-limiting belief systems or paradigms.
4. Demonstrating that the result of collusion in an invalidating environment is dropout and burnout.
5. Demonstrating that transforming this collusion into affirmative intervention results in high rates of retention.

FORD, CLINITA A. & VOSS, DAVID
The Florida A&M University
COPENHAGEN - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

A NEW STUDENT HANDBOOK WITHOUT RULES

The First-Time-In-College (FTIC) student enters a new world when she/he goes to college and leaves the comfort zone of a familiar environment including family, church, school, and friends. It can be stressful and frightening. To ease the trauma and reduce the preenrollment attrition, a unique handbook was designed to send to students prior to arrival on campus. It contained basic information and held

FORD & VOSS cont'd

the student in a comfort zone because it contained no rules. Sample copies were available.

BRYANT, CARL
United States Air Force Academy
COPENHAGEN - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

USING THE COLORADO EDUCATIONAL INTEREST INDICATOR AS AN AID TO ACADEMIC MAJOR SELECTION

Over the last several years, academic advising has received increased interest from various university staff. This increased interest has been attributed to many variables: the fear of declining enrollments; the increased concern with retention; and the increasing complexity of the university. This presentation addressed the potential use of a new academic advising instrument that was designed to help students select an academic major. The Colorado Educational Interest Inventory (CEII) has proven itself to be a highly predictive measure of academic choice for college students. Results of outcome studies which used the CEII were presented.

CARGILE, SAMUEL D.
The American College Testing Program
COPENHAGEN - Tuesday, Nov. 4, 1986 3:30 p.m. - 5:00 p.m.

THE BEST RETENTION STRATEGY: ACADEMIC PREPARATION

Previous studies identify inadequate academic preparation prior to college as one of the causes for Black students' attrition in higher education. However, little research has been conducted to date regarding the impact of recent curricular reform on various population subgroups. Because many colleges have already implemented increased requirements for admission (i.e., increases in the number of required courses in english, mathematics, social studies, and natural science), the presentation examined changes in course taking patterns for Black students within a large national population of college-bound high school students. In addition to overall changes in course taking, the relationship between the ACT assessment scores of students with differential preparation in the four subject areas represented in the ACT tests was examined. The data used in the analysis of changes in course taking patterns were taken from the ACT data bases comprising the high school graduating classes of 1978, 1982, 1985, and 1986. A 20 per cent random sample of seniors taking the ACT on the October

CARGILE cont'd

1985 test date (189, 130) was selected to examine the relationship of high school course-work to the corresponding ACT test score.

DAVIS, ARNETTA ROZALIA
Florida International University
QUEBEC - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

STUDENT ACHIEVERS IN THE BLACK LIFE EXPERIENCE (SABLE): A PRECOLLEGIATE COMMUNITY OUTREACH PROGRAM

This presentation described a collaborative program sponsored by a State University, Public School System, State Department of Education, and Public Library System designed to increase the number of Black students who will successfully make the transition from high school to college. A full description of the skill-building component was given. Program processes, which include short lectures, structured exercises and group discussions in an experiential format were explained. Program content, which focused on providing the answers to seven major questions every student should know before embarking upon a college education was discussed. A nontraditional approach to teaching students how to build a network of peer group support was also included.

PUGH, NORA L.
Oklahoma State University
DRAKES, SYLVANUS A.
New York City Board of Education
QUEBEC - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

BLACK STUDENT RETENTION THROUGH LEADERSHIP DEVELOPMENT

Support systems in Black colleges help students develop a sense of control, of accomplishment, of development, a sense of self and belonging. These systems are rarely replicated in the predominantly white universities. As a result, many Black students drop out or have a less than rewarding experience in white universities Leadership development is one mechanism that has been successful in remedying this condition. Concepts of leadership development were discussed with the aim of producing nontraditional future leaders. The practical application of these concepts were described, as used at Oklahoma State University.

COLON, ALAN
College of Charleston
QUEBEC - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

DEVELOPING BLACK STUDENT LEADERSHIP

Black students represent a collective interest group on predominantly white campuses and comprise various interest groupings at Historically Black Colleges and Universities. Accordingly, it is necessary for Black students to bond together for power as participants in organizational life in the education process. Toward this end, developing Black student leadership is critical to Black student success, individually and collectively.

This presentation consisted of: (1) a theoretical perspective containing assumptions and key terminology central to the topic; (2) an elaboration on the notion of academic excellence and social responsibility as a philosophical model for Black student leadership development; (3) a discussion of the important student leadership abilities needed in settings on and off campus; and (4) a summary of neglected or unfinished tasks and the problems associated with exercising the responsibilities of leadership.

ABDUL-KHABIR, TALIB
The University of Akron
QUEBEC - Tuesday, Nov. 4, 1986; 3:30 p.m. - 5:00 p.m.

THE DEVELOPMENT OF THE UNIVERSITY OF AKRON'S BLACK UNITED STUDENTS

The purpose of this paper was to present a history of The University of Akron's Black United Students from 1968-1973. In conjunction with the Black student movement in the chaotic sixties, the Black United Students confronted The University of Akron's power structure. Along with thousands of Black militant students on campuses across the United States, the Black United Students demanded increased Black student enrollment, additional Black faculty, and more Black course offerings. At the University of Akron, the Black United Students were the vehicle used to demand a more relevant education. Many of the achievements attributed to the Black United Students were short-lived; however, the legacy of the organization composed of Black militant students, who dared to challenge a conservative midwestern university in an attempt to make a university experience meaningful to Black students, survives.

JONES, MARTHA J.
Wilberforce University
TRINIDAD & MADRID - Tuesday, Nov. 4, 1986
3:30 p.m. - 5:00 p.m.

THE READING SKILLS LABORATORY - A SUPPORT FOR RETENTION

The Wilberforce Reading Laboratory was analyzed. The Wilberforce Reading Laboratory plays a major role in the institution's support system for retaining students. The Laboratory provides a wide variety of basic reading materials, techniques, and computer activities to facilitate the development of essential reading skills as well as critical thinking skills.

Assessment of students' progress is measurable and the Reading Lab Supervisor is able to determine the precise gains in reading grade level, basic reading skills, and reading rate for each student. Therefore, with these improved gains in reading competency the students have a greater probability of success in college-level courses and retention.

CROMARTIE, BOBBIE J.
University of Pittsburgh
TRINIDAD & MADRID - Tuesday, Nov. 4, 1986
3:30 p.m. - 5:00 p.m.

USING THE MYERS-BRIGGS TYPE INDICATOR TO STRUCTURE AN EFFECTIVE TUTORING PROGRAM

This study reported the results of a tutorial model used within an academic support system that used the Myer-Briggs Type Indicator (MBTI) as a tool to investigate the relationship between personality type and four areas: 1) contacts, 2) length of time spent with tutors, 3) number of ongoing contacts arranged, and 4) quality point average. Results showed that personality type also influenced four areas: 1) the number of student-initiated contacts, 2) length of time spent with tutor, 3) frequency of tutoring contacts, and 4) quality point average. The presentation format involved sharing the structure and content for the tutorial model and the rationale for each.

SULLIVAN, CARL G.
University of North Carolina
TRINIDAD & MADRID - Tuesday, Nov. 4, 1986
3:30 p.m. - 5:00 p.m.

SULLIVAN cont'd

EVALUATION STRATEGIES FOR RETENTION PROGRAMS

Information Not Available

CONCURRENT SESSIONS V

MOGHADDAM, FARHIDEH K.
The Florida A&M University
TRINIDAD & MADRID - Wednesday, Nov. 5, 1986
9:00 a.m. - 11:00 a.m.

A RETENTION PREDICTOR MODEL

The seminar presented a "Retention Predictor Model." This model helped predict students' least and greatest probability of returning to The Florida A&M University for their sophomore year. For the purpose of this study, data was collected on characteristics of persisting and nonpersisting freshman students (FTIC) for a period of four years (1982-83 to 1985-86). The study employed the multiple regression analysis to estimate chances of a freshman student returning for the sophomore year. Review of literature, data collection, methodology, and the essentials of the retention predictor model were explained. Paper presented was the product of Title III Programs at the The Florida A&M University.

WILES, LEON E.
The University of South Carolina at Spartanburg
TRINIDAD & MADRID - Wednesday, Nov. 5, 1986
9:00 a.m. - 11:00 a.m.

IN PURSUIT OF EXCELLENCE AND INVOLVEMENT: A UNIQUE STUDENT RETENTION MODEL FOR BLACK STUDENTS ON A PREDOMINANTLY WHITE CAMPUS

This presentation examined the current status of Black students presently enrolled at predominantly white campuses. Attention was given to pertinent historical background as it relates to the present circumstances of Black students. A new model of active involvement and leadership development was discussed and practical approaches to improving Black student retention on predominantly white campuses were explored.

BROWN, MANUELITA A.
University of California, San Diego
TRINIDAD & MADRID - Wednesday, Nov. 5, 1986
9:00 a.m. - 11:00 a.m.

CALCULUS BY THE DOZEN: A RETENTION PROGRAM FOR UNDERREPRESENTED MINORITY STUDENTS IN MATHEMATICS-BASED MAJORS

Minority Honors Workshops (MHW) provides academic and social support for achievement in scientific majors to Black, Hispanic, Native American, Pacific Islander, and Filipino freshman and sophomore students. Calculus, in particular, plays a pivotal role for all engineering and science majors, and thus, is the Workshop's focus. MHW's strategy is threefold: 1) build a community of minority students that is academically oriented and a source of peer support; 2) provide extensive and ongoing supplemental instruction; and 3) provide extensive orientation to the university and encourage participants to take full advantage of its offerings. Participants' success, as measured by grade point average and retention, surpasses that of their counterparts. The presentation was made in multi-media formats; concepts were illustrated through video tape and slides of actual workshop activities. The perspective of the student was highlighted.

PALMER, ROBERT L. & STALEY, JOHN M.
State University of New York at Buffalo
TRINIDAD & MADRID - Wednesday, Nov. 5, 1986
9:00 a.m. - 11:00 a.m.

OFFICE OF THE ASSOCIATE PROVOST - SPECIAL PROGRAMS: A COMPREHENSIVE ADMINISTRATIVE MODEL FOR THE RETENTION OF AFRICAN AMERICAN STUDENTS

This presentation examined the success of a comprehensive retention model. The Office of Associate Provost for Special Programs provides resources for the coordination of services, expertise and functions needed to effect a comprehensive model for minority student retention. The overarching aim is to encourage synergism between programs and offices while preserving the integrity of each individual unit. It can be stated with some certainty that the quality of services administered to African American students in the normal course of entering, attending and negotiating a university, influences their ability to succeed. Assuming that the design and quality for services rendered to Black students determines continued enrollment, eight student-centered and six program-centered functions have been identified as variables that impact upon student retention. These functions are as follows:

Student-Centered Functions

1. Recruitment
2. Admissions
3. Instruction
4. Counseling and Academic Advisement
5. Tutorial Services
6. Cultural Enrichment
7. Placement
8. Mentor Service

Program-Centered Functions

1. Grantsmanship
2. Research
3. Liaison/Resource Activities
4. Community Service
5. Staff/Professional Development
6. Networking

It should be noted that these functions, and the ten programs within the Associate Provost for Special Programs' area, address critical points at each step in a student's progression toward and through the University. Collectively, these retention issues are referred to as a "retention model." The rationale for calling this a model is twofold. First, these issues represent a pattern of activities essential to student satisfaction with his/her University experience. Second, if each function is executed efficiently and with sensitivity, students should find the University more responsive to their needs and easier to negotiate.

ALLEN, LAURETTA
Indiana University of Pennsylvania
STOCKHOLM - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

RETENTION: A COMMUNITY COLLEGE APPROACH

During the last decade the institution of higher education has experienced a dilemma in retention. However, the community colleges have experienced growth, in terms of new admissions, and seem to offer a supportive environment for the type of students served. Yet, the community college model of retention has not been viewed as beneficial or adaptable by larger institutions. This presentation examined whether retention activities of

ALLEN cont'd

community colleges are in line with those that could best serve the interest of minority students

HAGEDORN, GENEVA D. & WOODS, MOLLY R.
University of Houston-Downtown
STOCKHOLM - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

STRATEGIES FOR RETAINING POTENTIAL BUSINESS MAJORS

The educational environment established for the matriculating student can have a profound effect on his/her level of achievement in the first year and has implications for successful completion of the four-year program. Support must be available from a wide variety of sources to provide an adequate safety net for students who are serious about getting a quality education. Faculty should be especially concerned that students complete the first two years; if they do not, where will the bulk of the business majors come from? Presenters shared with conference participants strategies used in the Business Division to reach entering students and expose them to business programs early in their college careers. Slides were used to enhance the presentation.

ADAMS, ELAINE P.
Prairie View A&M University
STOCKHOLM - Wednesday, Nov. 5, 1986; 9:00 a.m. -11:00 a.m.

FACTORS IN STUDENT ATTRITION AT PRAIRIE VIEW A&M UNIVERSITY

During Spring 1985 there were 354 undergraduate students identified as eligible to return to Prairie View A&M University following their fall enrollment, but who chose not to re-enroll. A telephone survey was conducted to determine not only why these students did not reenroll, but also the students' present education and employment status and their feelings toward the university. Among the findings were the existence of the "stopout" phenomenon and the fact the freshmen were more likely to be in school than any other group, although they were more likely to be attending community colleges than 4-year institutions. Nearly half of the participants in the survey were employed full-time. Lack of financial resources was the most frequently cited reason for not returning to the University. The students noted favorably the concerned faculty, the friendly students, and the pleasant campus environment. They disliked residential life, the registration process, and what they described as "classroom inequities." Several recommendations were made on how the University could address these problems.

FORD, CLINITA A. & VOSS, DAVID
The Florida A&M University
TRINIDAD & MADRID - Wednesday, Nov. 5, 1986
9:00 a.m. - 11:00 a.m.

PRE-ENROLLMENT RETENTION STRATEGIES

The discussion focused on a continuum of correspondence which connects with the entering student at the time of admission and covers the period leading to arrival on campus and enrollment. Attention was given to the Mentor Program, which was designed specifically for the entering student.

HARTMAN, KENNETH E.
University of Delaware
QUEBEC - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

A DIVERSIFIED APPROACH TO RESIDENT LIFE FOR MINORITY STUDENTS

In an effort to create a more racially diverse environment for students, a division-wide approach was developed to make residence halls more comfortable communities for minority students (with a particular emphasis on Black students) by the Department of Housing and Residence Life at the University of Delaware. Information on organizational values and goals, recruitment of minority RA's and professionals, staff training, program development, policy examination, and collaboration with other offices was presented.

SMITH, MELVIN O.
Norfolk State University
QUEBEC - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

THE UNDECIDED: STRATEGIES TO INCREASE RETENTION FOR STUDENTS WHO HAVE NOT SELECTED OR CANNOT GAIN ENTRY INTO A MAJOR FIELD OF STUDY

Postsecondary education institutions render services to a wide range of students. Many of these students enter these institutions with a vast heterogeneity in terms of academic and social backgrounds, attitudes, career awareness and personal confidence levels. In attempts to assist a large pool of the student population, many colleges and universities have established programs and/or departments such as the following examples: (1) nonmatriculation programs; (2) general freshmen studies and (3) the "undecided" major. These programs have features which are designed to addresss the specific needs of the student pool.

The report focused on some of the underlining strategies which are being employed to reduce attrition among the student population. The pool of undecided majors is becoming alarmingly large, and it has been noted that many of these students need special assistance and encouragement in order to remain enrolled.

Expanded admission policies and new recruitment efforts have placed hundreds of students on campus who have not selected a major. It is theorized that innovative advisement and instruction to the "undecided major" will increase the retention of these students. Some institutions have explored strategies involving five areas:

1. The design of special courses
2. Academic and social counseling
3. Career information
4. Remediation and developmental activities
5. The use of instruments such as the Major-Minor Finder

O'CALLAGHAN, KEVIN W.
United States Air Force Academy
QUEBEC - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

THE EFFECTS OF NONCOGNITIVE VARIABLES ON ACADEMIC PERSISTENCE AMONG BLACKS IN A PREDOMINANTLY WHITE INSTITUTIONS OF HIGHER EDUCATION

The study was conducted to examine selected noncognitive variables using Sedlacek's (1976) Noncognitive Questionnaire and Rotter's (1966) Locus of Control on a randomly-selected sample of Black and white college students. The purpose was to determine if these measures were more predictive of academic persistence than the traditional measures of the Scholastic Aptitude Test and the American College Test. The study focused on the following broad areas: (1) whether noncognitive measures were a better predictor of Black student academic success at at predominantly white institution; (2) whether life events were determined primarily by their own efforts (internal control) or by factors beyond their own efforts (external

O'CALLAGAN cont'd

control); and (3) whether noncognitive variables had any effect on Blacks at the United States Air Force Academy. The data was collected from a sample of 120 Black and 120 white students at the Air Force Academy and was evaluated using Analysis of Variance procedures.

ABDUL-KHABIR, TALIB
The University of Akron
QUEBEC - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

PERCEPTIONS OF BLACK ALUMNI FROM THE UNIVERSITY OF AKRON

This study consisted of a random sample of 392 Akron University Black alumni. They were asked to respond to a forty-item Likert scale survey. The survey probed in six areas of academic and social campus life: personal data, discrimination and alienation, financial aid, college preparation, alumni pride, and program effectiveness.

The primary objective of this study was to determine the perceptions of The University of Akron Black alumni toward their alma mater. Another objective of the study was to identify significant issues that may be useful for program development by university administrators. A final objective was to compare The University of Akron Black alumni issues with those identified in the review of literature, such as inadequate college preparation, discrimination, lack of financial aid, and student alienation.

COCHRAN, J. OTIS
University of Tennessee - College of Law
STOCKHOLM - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

ACADEMIC SUPPORT PROGRAMS IN LAW SCHOOL: A RETENTION MODEL

The presentation revealed the results of a study of 99 ABA-approved law schools with respect to retention models. Specifically, academic support programs aimed at minority and other disadvantaged students were examined. In addition, the presentation reviewed the University of Tennessee's academic support program and offered ideas with respect to an academic support model for professional schools, particularly law schools.

MILLER, KAREN K.
University of Wisconsin, Milwaukee
STOCKHOLM - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

MILLER cont´d

THE PARADOX OF PERCEPTION: BLACK STUDENTS ON RECRUITMENT AND RETENTION

The paper reported the results of a 1982 survey of Black students at the University of California, Santa Barbara (UCSB) after the institution´s former chancellor stated publicly that the investment in Black undergraduates recruitment did not yield "enough bang for the buck." The questionnaire, mailed to 280 students during the Winter of 1982, enlisted responses about prior knowledge of and reasons for selecting UCSB, perceptions of the campus, reasons for remaining, whether students considered leaving the University and what changed their minds, and ways in which they would improve the campus if given the opportunity. The presentation addressed itself to the qualitative aspects of the students´ responses rather than quantification of the acquired data.

JONES, ANDREW C.
Sojourner-Douglas College &
TERRELL, MELVIN C.
The University of Toledo
AMSTERDAM - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

INCREASING STUDENT RETENTION -- THE BLACK AND WHITE OF IT. (PART 1)

The decade of the 1980´s is one in which a great deal of attention has been focused on the retention of minority students in higher education. Recent studies have demonstrated that student persistence in college is a result of successful academic and social integration into the total university environment. This workshop revealed "critical strategies" necessary to build and maintain integration of minorities into the mainstream of university life. The purpose of this workshop was to promote a cognitive understanding of how leadership education can assist with minority student development and socialization at predominantly white campuses, and how to promote positive images and self-determination on predominantly Black campuses.

The importance of involving minority students in leadership development and policy recommendations is manifold, for it reinforces the institution´s valuing of minority students, encourages the growth of a campus ambience conducive to learning in a cross-cultural setting, and provides peer support as a factor to student persistence.

ELIMIMIAN, JONATHAN U.
The Florida A&M University
AMSTERDAM - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

STUDENT ATHLETES - ADMISSION AND ACADEMIC PERFORMANCE AS A FACTOR ON RETENTION

A current problem receiving national attention in American higher education involves the admission, academic performance and retention of student athletes. This paper provided basic information about academic factors which influence the retention of athletes in a traditionally Black university. In the study, the following variables were examined: admission test scores (ACT, SAT, HSGPA), sports activities, majors by sports, sex, degrees awarded, retention and graduation rates. The analysis and findings were based on the results of frequency distribution and factor analysis of the variables. It was then possible to report the relationship between academic performance of student athletes and their retention rate.

CHAMBERS, GERALDINE B.
The Florida A&M University
AMSTERDAM - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

DEVELOPING INSTITUTIONAL RETENTION AWARENESS

Elucidating the fact that retention is everybody's business, this presentation addressed approaches that have been utilized in marketing university-wide work products and workable retention models. These approaches, strategically clustered into a retention support system, serve to create institutional retention awareness. This component initiated university retention workshops/ seminars/forums, intra-institutional product marketing, institutional unit training sessions, resource material development, quarterly newsletters, exhibits and displays. Information presented was the product of a funded program.

JONES, STEVEN E.
Grinnell College
AMSTERDAM - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

RECRUITMENT AND RETENTION OF BLACK STUDENTS, FACULTY AND STAFF ON SMALL PREDOMINANTLY WHITE LIBERAL ARTS CAMPUSES

Creating a retention program that encompasses all areas of the small private liberal arts college was the focus of this presentation. Two models for retaining Black students were presented, one theoretical and the other recently

JONES cont'd

instituted at Grinnell College. Each model considers the academic, financial, and personal support of the students as they are met through various college offices. In addition, developing total institutional commitment through a campus educational process is explored. The essential perspective of the models is to build a strong retention program through the support of the campus community, including the trustees, the administrators, the faculty, and the students. The presentation was followed by discussion and copies of the models were distributed. Information presented was developed at the Grinnell National Conference on the Recruitment and Retention of Black students, faculty, and staff.

BOLDEN, JOHN H.
Florida State University
AMSTERDAM - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

RELEASING THE ACADEMIC POTENTIAL OF MINORITY STUDENTS: MODEL PROGRAMS THAT ARE MAKING IT HAPPEN

Although high school graduation rates have improved dramatically for Black students over the past two decades, college attendance and completion rates have declined for Blacks since 1975.

The purpose of this presentation was to provide the conceptual framework, the implementation strategies, and the early results of the McKnight Program in Higher Education, as related to potential high school graduates in Florida. Through five Centers of Excellence in the state of Florida, the McKnight Foundation has set in motion a significant set of activities that are releasing the academic potential of Black students.

The Centers of Excellence were designed to increase the number of Black students academically prepared, and motivated to enter postsecondary educational institutions.

MOORE, LOUELLA
Arkansas State University
COPENHAGEN - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

WITHDRAWAL AND GRADE PERFORMANCE FACTORS IN INTERMEDIATE ACCOUNTING

Three stage least squares estimation of path coefficients was used to analyze questionnaire data from a

MOORE cont'd

multi-institutional study of attrition and grade performance in Intermediate Accounting. A major model assumption was that the major department impacts students enrolled in upper-level courses more than the overall university environment. Background, ego strength, and problem solving attitude were modeled as determining commitments to the student's major and to the accounting course. Commitment constructs were modeled as combining with class and student characteristics to moderate the impact of past academic performance upon current performance or attrition. The overall results and output from separate analyses by race were discussed.

DOUGLAS, PAULINE & GRUBB, HENRY J.
East Tennessee State University
COPENHAGEN - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

THE RELATIONSHIP OF COLLEGIATE ADJUSTMENT AND SOCIAL RELEVANCY OF UNIVERSITY ENVIRONMENT TO BLACK STUDENT ACADEMIC ASCENDANCY AT A PREDOMINANTLY WHITE INSTITUTION

Previous research has shown that Black students on predominantly Black campuses have elevated grade point averages, higher subjective assessment of college satisfaction, increased retention rates, and better self-concept than Black students on traditionally White campuses. It also has been shown that Black students perform better academically when they are emotionally, socially, and culturally satisfied with their university environment. The purpose of this study was to measure how Black student acclimation to a predominantly white university campus environment (East Tennessee State University, ETSU) correlated with academic functioning.
The method utilized in this study was a 50-item questionnaire containing issues relating to the university environment. The questionnaire gathered biographical information, interracial contact, peer independence, and student functioning in the college population (campus life and activities). The questionnaire was administered to 50 Black and 50 white students. The information replicated and validated previously found relationships between sociocultural/emotional Black student adjustment to the collegiate environment and academic functioning, thus adding to the core of basic knowledge in this area.

DARITY, EVANGELINE R.
Mount Holyoke College
QUEBEC - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

STUDENT RETENTION: RESPONSIBILITY OF ADMINISTRATION, FACULTY AND STUDENTS

College dropout rates can be cut significantly by building support for a campus-wide retention program. The focus should be on deficiencies in retention programs, instead of the traditional approach of focusing on why students drop out or are pushed out. We should begin to take a careful look at student housing, orientation, counseling services, faculty attitudes, and minority faculty retention. All of these areas have a significant impact on student retention. Reverend Timothy S. Healy, in his remarks at the annual meeting of the American Council on Education (ACE) and the National Association of State Universities and Land Grant Colleges (NASULGC, 1984), stated that "if we want to integrate American colleges and universities to make sure that Black and Hispanic youngsters have access in proportion to their numbers in the population..., the key to the arch is the faculty." Unless we can place an appropriate percentage of Black and Hispanic faculty members on all our facilities and in all our departments, we will never make higher education a saleable product to minority students. College enrollments are threatened all over the nation. Blacks, Hispanics, and native Americans continue to be underrepresented in enrollments in four-year institutions. Asian Americans show gains in college enrollments. Strong initiatives by presidents will be needed, now and in the future, to make up the ground that minorities have lost.

This paper covered four general sections: building support for a campus-wide retention program, creating conditions for student success, the academically underprepared student, and fostering retention through key programs. Practical information and potential implementation strategies were presented. One section of the paper focused on institutional elements that are vital to student retention, including the important roles of faculty, staff, and administrators. Another section spelled out ways to implement improvements in housing, orientation programs, counseling services, faculty attitudes and minority faculty retention. Emphasis was given to examining existing programs to be sure they meet students´ needs rather than require students to conform to the institutional cultural environment.

The presentation stressed that now more than ever, we simply cannot afford to let large portions of the nations´s human capital lie underdeveloped. If our country is to have the human resources we need to compete in the world

DARITY cont´d

marketplace, we must increase minority participation at all levels in higher education.

HELM, FINLEY
Kentucky State University
COPENHAGEN - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

THE IMPACT OF THE ACADEMIC READINESS OF FIRST-TIME-IN-COLLEGE FRESHMEN ON ACADEMIC PERFORMANCE AND RETENTION

The primary purpose of this presentation was to report the findings of research which was conducted during the Summer of 1985, and achieved three goals.

1. Determined the correlation between academic readiness (premeasured by the California Test of Basic Skills, Nelson Denny, University Test Battery) and academic performance (grade-frequencies, hours earned, grade point averages and pre- and posttest differences of the CTBS).
2. Explored the interactive effects of readiness in language, reading, and mathematics on academic performance.
3. Ascertained the interrelationships between academic readiness, academic performance and student retention.

ARRINGTON, PAMELA GRAY
Northern Virginia Community College
COPENHAGEN - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

THE IMPACT OF SOCIAL AND ACADEMIC INTEGRATION ON MINORITY STUDENT RETENTION: IMPLICATIONS FOR POLICY

This presentation focused on Vincent Tinto´s academic and social integration theoretical longitudinal model, as applied to Asian, Black, and Hispanic students at a predominantly white university. Tinto`s academic and social integration theory is based on the premise that if multiple student and institutional factors are considered in dynamic interaction, then a practical explanation of attrition and retention is possible. Utilizing a survey research method, results of the study (Arrington, 1986) found the degree and frequency of faculty-student interactions, the repeated use of campus services, and the degree of involvement in student activities to be measures of integration into the college

ARRINGTON cont´d

environment and predictors of persistence in school. Data found high levels of social integration to influence persistence more than low levels of academic integration.

ZEROM, TEWELDE B.
Grambling State University
COPENHAGEN - Wednesday, Nov. 5, 1986; 9:00 a.m. - 11:00 a.m.

DETERMINANTS OF BLACK STUDENTS´ SATISFACTION WITH COURSE WORK: A FACTOR ANALYTIC MODEL (FINDINGS OF A MAJOR STUDY)

Historically Black Colleges and Universities should be concerned with and address themselves to the persistence/withdrawal processes and the explanatory factors-variables underlying these processes. One of such factors is Black students´ satisfaction with course work.

Satisfaction with instruction may be thought of as an important aspect of students´ generalized satisfaction with a college experience that may have significant policy implications for the institution. The study has attempted to develop a scale of Black students´ satisfaction with college instruction, to empirically test the dimensions behind the concept, and to examine several variables within the context of a factor analytic model. In order to assess the magnitude of the relative importance of the various independent variables in predicting students´ satisfaction with instruction, multiple regression analysis was also employed.

SPEAKERS

Mary Hatwood Futrell
President, National Education Association

Energetic and dynamic, Mary Hatwood Futrell has been in the forefront of efforts to focus national attention on public education. Mary Futrell was elected president of the National Education Association (NEA), in 1983, and was re-elected in July, 1985. At that time, she launched a national campaign to combat illiteracy and the school dropout problem.

"Public Policy and Black Student Survival"

Dr. Ford, President Humphries, platform guests, conference participants, ladies and gentlemen, thank you for inviting me to speak at the Second National Conference on Black Student Retention. I wish to thank Florida Agriculture and Mechanical University for bringing us together to discuss "Public Policy and Black Student Survival". As a person who has devoted her life to helping young people build better futures for themselves, I consider this issue to be one of the key challenges facing America today. Along with analyzing public policies and their impact on Black student survival, we must also develop strategies for assuring that opportunities for quality education exist for all who want them, as well as strategies to inspire more Black students to apply to colleges and universities. Finally, we must develop strategies to help Black college students not only stay in college, but achieve at their maximum intellectual capacity. As an educator, I am firmly convinced we cannot design such strategies if we confine our thinking to institutions of higher learning. We cannot meet the challenges confronting higher education without addressing the challenges confronting the entire American educational system, K through G. To increase student retention at the higher levels, we must increase education quality and effectiveness at all levels of schooling, because the problems that lead students to do poorly in higher education programs - or to drop out altogether - begin when students are much younger. These problems begin in early childhood, in elementary and secondary schools.

I firmly believe that to meet the challenges that face them today, institutions of higher learning must work more closely with elementary and secondary school personnel and with other segments of the academic community - to assure that students are prepared for college. . . . we must create one unified system of education in America that educates youngsters from preschool to graduate school [emphasis added]. To create such a system will take cooperation between all segments of American society. Predominantly white institutions of higher learning must work closely with predominantly Black institutions. Public school teachers and administrators must work closely with university faculties and deans. Businesses, trade unions, churches, and civic groups must all work together as Americans unified behind the goal of creating an excellent K-to-G system of education for our nation, because when Black students are denied an adequate education, this denial affects all Americans.

As we enter the 21st Century, guaranteeing ever-increasing numbers of minorities to a higher education is vital to America's well-being. If America is to compete economically and politically in the global community, every single American must have the knowledge and skills, the education, to function as full productive participants in our democratic society.

As we look to the future, it is particularly vital that every Black and minority American youngster have the opportunity to fulfill their maximum intellectual potential. While there will be fewer young people tomorrow than there are today, a higher percentage of them - about one in three - will be minorities. Further, in past years a full 25 percent of the workforce was young. But by 1995, this group will shrink to 16 percent, and these are the people who will be called upon to support our economy. In other words, we will have fewer workers supporting our economy, and the jobs they hold will be more demanding in our technological Information Age. Employers will demand workers with a better education than ever before.

America simply cannot afford to have large numbers of our young people not achieving at their highest possible levels. In particular, the American Black community cannot afford to have large numbers of its youth not achieving at their highest possible levels. W.E.B. Du Bois said it best decades ago:

"A highly trained cadre of Blacks will be required," Du Bois predicted, "to use their knowledge and skills in economics, in social policy, in public administration, and in political theory and practice - as instruments, indeed as weapons, in the struggle for social justice for all."

If Black young people do not have education adequate enough to gain the type of skills Du Bois outlined, and adequate enough to become professionals in all fields of endeavor, they will not be able to make effective contributions to the movement to build a better future for themselves, for the Black community, or for America.

Indeed, an inadequate education is now and will remain a barrier to achieving a higher quality of life. Without good a education, our youngsters will be unable to participate in the political or business processes where the real decisions of our democratic society are made. Furthermore, for today and for the foreseeable future, job opportunities in all white-collar fields, such as accounting, finance, law, education, and in all knowledge-intensive fields are increasingly highly competitive. Such jobs are going *only* [emphasis added] to those who meet the highest standards and have the highest qualifications, only to those who have a top quality education. We have a moral and professional responsibility to make sure Black students have the educational background to successfully compete for those positions. Today, and for the foreseeable future, those who do not have a good education will be relegated to dead-end, low-paying jobs. And these jobs will be in continual jeopardy because machines are constantly being developed that can do these jobs better and faster than human beings.

Our nation is becoming more and more dependent on constantly changing technologies. In order to be prepared to adapt to constant changes, young people need outstanding communication and interpersonal skills that enable them to analyze information, evaluate situations, and make creative decisions. Traditionally, these skills are gained through higher education.

Today, some Black youngsters are achieving at higher and higher rates of educational excellence. SAT and ACT scores among Black students are constantly going up, and reading and writing levels are increasing every year. In many ways, this is the best of times for Black and minority youngsters. But, in many ways, it is the worst of times. For example, Department of Education figures show that the dropout rate among Black children is more than 30 percent across the nation and exceeds 60 to 70 percent in many of the larger cities. Dropout rates in many cities are up to 80 percent for Hispanics. The National Advisory Committee on Black Higher Education has found that only 20 percent of Black high school seniors go to college, as compared to 75 percent for whites. And the number of Blacks applying for admission to college is dwindling, and dwindling fast. Of those Blacks who do [emphasis added] enter college, only 12 percent graduate. In fact, there are more Black males between the ages of 18 and 24 in jail today than there are in postsecondary institutions, according to the American Association of State Colleges and Universities. Furthermore, Dr. Clifton Wharton, chancellor of the State University of New York, reports that in 1984, Blacks received only 15 Ph.D's in engineering, only 13 business administration doctorates, only 11 Ph.D's in physics 4 in mathematics, and 3 in computer sciences.

These statistics represent a clear failure of America as the land of opportunity for all her people. They indicate a growing tragedy for large numbers of today's Black children who desperately need improved educational opportunities to break out of poverty.

In fact, the majority of America's Black children today are poor, according to the Children's Defense Fund. However, I have always believed that being Black or poor does not mean being stupid. But, too often it does mean being denied equal access to opportunities more readily available to nonminorities or students who are economically more affluent. While many Black and other minority students, according to the College Board and the National Assessment of Educational Progress, are experiencing higher levels of academic achievement, the number of minorities going to college has decreased significantly. The reason most often cited is that at the very time when Black families need greater financial aid to send their youngsters to college, the federal government has cut tuition grants to students and assistance to colleges and universities. A disproportionate number of the students affected are poor and Black youngsters. In addition, the recently passed tax reform laws will exacerbate the problem because many contributions to college endowments will no longer be tax deductible. These policy changes, plus the millions of federal dollars taken from elementary and secondary programs, will jeopardize the educational opportunities of future generations of Black students.

In my opinion, the policies of the Reagan Administration represent a mean-spiritedness that has been spreading throughout American culture for many years. If the policies are taken to their logical conclusion, they could push back the clock to the bad old days when only the affluent had the opportunity to receive a higher education. I urge everyone here to work to reverse the short-sighted policies of the Reagan Administration. I urge everyone here to support local, state, and national political candidates who are advocates for children and for education.

But along with working for greater federal and state support for education, I believe that educators must also address another reason why most Black youngsters do not apply to enter colleges and universities and why even fewer fail to qualify for entry. And this reason is more insidious and much deeper than lack of financial aid.

I believe that a major reason Black college applications are dwindling is that today there is a growing hopelessness among Black youth. Too many of our students, particularly those who are victims of poverty, have simply given up. They have become victims of the spreading mean-spiritedness of America. As Chancellor Wharton told the recent Urban League National Conference, too many of our Black youngsters have been led to believe that "excellence is for others." There is even a new kind of peer pressure on students - pressure not [emphasis added] to excel academically. Too many of our Black students feel it's not "hip" or "cool" to do well in school. One student will tell another something like this: "If you work hard in school, you're a fool. You're just wasting your time. There are no jobs out there, anyway." In fact, unemployment rates among Black high school and college graduates are disastrously high. As educators, in order to encourage students to stay in school, it is our obligation to work for more jobs for Black youth. For example, recently I called on the business community of America to guarantee a job to every high school graduate. As educators, our strategy has to be wide-ranging. We must develop plans for attacking hopelessness where it is born, where it lives, and where it is nurtured. Preparing our youngsters for a higher education must begin in their earliest years.

If we are to assure that our youngsters are prepared for the future, we must create programs that instill in them, from their earliest days, the understanding that education is the key to their progress [emphasis added]. We must teach them to dream of a better future, and to work for that future. We must teach them that anything worth having is worth the struggle. We must teach our Black children that they have a proud heritage built by our ancestors who persevered to outlive the brutality of slavery, but that they must not fall prey to new forms of slavery - the slavery of illiteracy, drugs, and teenage pregnancy [emphasis added]. We must instill in them the perseverance to aspire. We

must teach them the true meaning of the words of their forbearers such as Langston Hughes.
Hughes wrote:

"LIFE FOR ME AIN'T BEEN NO CRYSTAL STAIR.
IT'S HAD TACKS IN IT,
AND SPLINTERS
AND BOARDS TORN UP,
AND PLACES WITH NO CARPETS ON THE FLOOR - BARE.
BUT ALL THE TIME
I'SE BEEN A-CLIMBIN' ON,
AND REACHIN' LANDIN'S
AND TURNIN' CORNERS
AND SOMETIMES GOIN' IN THE DARK,
WHERE THERE AIN'T NO LIGHT."

Well, my life - and I suspect many of your lives - was no crystal stair either. I was raised by a single parent who had all she could do to make ends meet. But she inspired me to work hard, to believe in who I was. She taught me to value education, and as a result I did achieve a certain amount of success in my life. As educators, and as people concerned with Black youth, and with all youth, we must share our experiences with our young people. We must pass on to them the lessons we have learned through living. We must give them hope that, like us, they can succeed through hard work and through educational preparation. Again, Langston

Hughes summed it up in his poem:

"SO BOY, DON'T YOU TURN BACK
DON'T YOU SET DOWN ON THE STEPS.
CAUSE YOU FINDS IT'S KINDER HARD.
DON'T YOU FALL NOW -
FOR I'SE STILL GOIN' HONEY,
I'SE STILL CLIMBIN'
AND LIFE FOR ME AIN'T BEEN NO
CRYSTAL STAIR."

Along with describing the disadvantages we faced, we must recommit ourselves to make sure that the Black youth of today have the advantages we had-the advantages of community support and family encouragement. As I was growing up, my whole community, as poor as it was, took an interest in me and encouraged me. My neighbors, my teachers, and my church congregation all made sure that I did my best. When we, my sister Ann and I, came from school, if mama was at work our neighbors made sure we had supper. And they made sure we did our homework. So we grew up with a strong sense of family, with strong spiritual and moral values and a strong belief in the value and promise of a quality education. Strong self-esteem and self-confidence were served up on a regular basis and did not require money.

Today, we as educators must help to rebuild that spirit within the Black community. Today, institutions of higher learning must encourage community groups, churches, businesses, trade unions, parents' groups, civic associations, and schools to establish programs that help Black youngsters not only read and write better, but to be successful in all their educational endeavors we need to develop programs that help Black youth work in more productive ways, programs that help them develop the self-esteem, self-discipline, and self-confidence they need to succeed in their learning. We need programs that help Black youth overcome the myriad of problems and pressures that often block them from doing their best in school, programs that encourage Black youngsters to go on to seek higher goals in life.

We must rally the Black community to fight for nationwide programs of pre-schools for four-year-olds, and for kindergarten programs in each neighborhood. All studies show that there is a direct correlation between early childhood education programs and later success in life, including employment and secondary and college achievement. We must also work with parents and educators to encourage them to have high expectations for Black children, and to help our children reach these expectations. We must once again teach our children to hold to high standards, to aspire to success. And we must impart to them the values it takes to reach those standards and to become successful.

Through love, caring, and determination we must instill in our children the values of discipline, hard work, ambition, self-sacrifice, and patience. We must teach them that if they want to pass the ball on the field, they must first pass the subject in the class. We must teach them that learning how to use and understand computers will have a longer lasting effect on them than jamming to the music of a boom box radio.

As a classroom teacher for more than 20 years, and as president of the National Education Association, I have visited thousands of public schools across the country. In just about every single school, I have seen classroom teachers and other staff making a concerted effort to assure every child a quality education. But, schools today face unprecedented challenges. Too many youngsters today come to school burdened by problems and pressures that make them either hostile or lethargic. Too many students today - Black, white, Hispanic, and others - are plagued by alarming rates of drug abuse, shocking percentages of teenage pregnancy, frightening levels of crime, and heart-rendering instances of domestic violence. Because of these problems, many students today are increasingly difficult to reach and teach, no matter how dedicated their teachers are. These challenges must be met head-on by educators, parents, and the community, working together to help our young people resist these temptations, and to understand that the price they will pay if they fail to resist will be their future.

The latest wave of reports in the current education reform movement is finally beginning to focus on the humane aspects of educating America's children. These reports recognize that quantitative changes in our schools will not bring our nation the qualitative educational results desired unless we address issues such as those I have described. In other words, policies do not change schools, people change schools.

The new reports also recognize that schools cannot do the job alone. To guarantee educational success to all [emphasis added] students, classroom teachers today need help. Colleges and universities today must join with public schools in programs of unprecedented scopes aimed at reaching all [emphasis added] our students. I would like to outline a few of these programs.

As former commissioner of education Dr. Ernest Boyer points out in his book on School-College Collaboration, there is a desperate need for schools and colleges to work together to determine the specific skills needed for entrance into college, and to work together to make sure students have these skills. Working together, schools and colleges can make sure that high school counselors and administrators direct students to take the courses that will really help them get into, and succeed in, higher education programs.

For example, too many schools today are "tracking" Black youngsters into vocational or special education programs instead of encouraging them to take courses that would prepare them for college. Too many schools today are failing to provide adequate counseling services to their students, to help them make wise academic and career choices. The need for more and better support services is particularly acute in light of the new policies calling for higher and more rigorous high school graduation requirements that place more emphasis on academic achievement.

Aside from working together for the creation of higher academic standards and better counseling services, collaboration between colleges and public schools is urgently required to identify at-risk students at an early age and to provide constantly for the help they require as they move from one grade to the next, and as they move from high school to college. I urge you to expand your partnerships with school districts to establish programs for tutoring and coaching high school students. Experts from the American Association of State Colleges and Universities estimate that if state institutions of higher learning direct their academic resources and institutional priorities toward working cooperatively with public schools, it might be possible to reduce the high school dropout rate by 50 percent in 10 years.

Second, aside from helping prepare secondary school students for college, I believe that higher education institutions must take the initiative in helping to recruit and to better prepare college students to become elementary and secondary school teachers. The recent Carnegie Foundation, the Holmes Group, and the National Governors' Association reports speak eloquently and forcefully about the issues surrounding the teacher shortage crisis, especially the dire need for more minority teachers. These reports call for a total revamping of current teacher preparation programs, including the abolishment of programs at the undergraduate level. Each calls for the establishment of a

National Standard Board [emphasis added] to work in conjunction with state standards boards to improve and increase certification requirements.

Carnegie goes so far as to call for a date beyond which no more emergency certificates will be issued. This is probably the strongest recommendation of all because to do otherwise makes a mockery of education reform. Further, this point is also crucial because, if the headlines are accurate, most of the emergency or alternately certified personnel are being assigned to school districts such as New York City, Los Angeles, and Houston, which have high, if not majority, percentages of minority and poor students. In other words, those who need the most highly competent teachers are getting the least qualified. Further, the three reports call for drastically improved working conditions in our schools, including higher compensation for teachers. They call for the empowerment of teachers to share in day-to-day decision-making.

Allow me to speak more specifically for a moment about the teacher preparation component. The call for a total revamping and upgrading of teacher preparation programs and the willingness of universities and colleges to make this overhaul will determine the ability of the profession, indeed of the nation, to prepare the next generation of America's youth to address the challenges of the future. We must revamp our programs to better prepare teachers to teach our increasingly pluralistic student population. Teachers must have a liberal arts background and must master the content of the subjects they will teach. They must also master the pedagogical knowledge base that research has shown equips teachers to teach more effectively. Whether the teacher preparation program can accomplish all of this in an undergraduate or a graduate program is secondary. The primary focus must be on the quality of the program [emphasis added]. Teacher preparation programs must do a better job of assuring the American public that those entering the profession, and current practitioners, have access to professional growth programs that are of the highest quality. These programs must also more effectively help teacher candidates successfully complete all necessary certification requirements, including passing examinations and demonstrating their ability to teach.

I urge you to evaluate your teacher preparation programs to make sure they meet the highest standards possible, and I urge you to continue to offer training to teachers after they enter the classroom. You are also in a perfect position to help the American public school system solve what is perhaps its most pressing problem: A growing shortage of educational personnel that will soon reach gargantuan proportions. Just to keep the doors of public schools open, this country will need one million new elementary and secondary teachers, educational specialists, and school administrators over the next 10 years. Working with the public schools and with teachers' organizations such as the NEA, your institutions could and should develop programs to attract talented students to the teaching profession.

The need for more Black educators is particularly pressing. In 1970, some 12 percent of all elementary and secondary teachers were Black, but today that number is down to 8 percent, and experts agree that if something isn't done, and done fast, the percentage of Black teachers will drop even further down to 5 percent. Yet, by the year 2000, Black and minority youngsters will make up about one-third of the school population of this nation. These youngsters . . . These youngsters will be in desperate need of positive role models of people with whom they can identify and who can encourage them and inspire them to achieve.

Four-year institutions of higher learning need to work with two-year and junior colleges. One-third of all Black youngsters enrolled in higher education today attend such institutions. Many aspire to go on to four-year schools, but 60-70 percent fail to complete the transition from two-year and junior colleges to four-year institutions. If four-year schools work more closely with two-year and junior colleges, they could go a long way toward insuring that such transitions are made effectively.

Furthermore, as educators, we must insure that technology is used to close the gap between the "haves" and the "have-nots" in our society, rather than used to make that gap wider. Institutions of higher learning can work with public schools and with educational planners, to develop plans for using new technologies in ways that enhance the learning environment for all [emphasis added] students, rather than in ways that limit access to a first class education. As schools become more and more dependent on technology, we run the danger that those who do not have access to the benefits of that technology will be denied a good education. As educators, we have a responsibility to our students to make sure that the technology of the future is used to serve all [emphasis added] of them, and does not serve to push some of them out of the mainstream of our society.

Ladies and gentlemen, I know that I have presented a tall order. I have said that to encourage Black and minority youngsters to seek higher education, and to prepare them for success in their academic pursuits, we must develop programs that reach them early in life and that instill in them an understanding of the importance of learning. To do this, I have called on institutions of higher learning to work closely with all segments of American society, especially with the Black community and with Black parents.

I have also urged institutions of higher learning to establish innovative collaborations with elementary and secondary schools to help develop programs that insure that the new technology is used to improve education for all. And I have asked you to work with the secondary schools to develop guidelines for college preparation programs, to help at-risk students, and to help give all students [emphasis added] more effective direction and guidance. I have asked you to help recruit and train public school teachers to work more closely with two-year and junior colleges, and I have urged you to help take the leadership in a movement to persuade the federal government to start re-investing in education.

Most of the issues I have outlined and the issues you will address cannot be adequately resolved unless and until the schools have the necessary resources to do so. Anorexic budgets will give us anorexic results. The children of America deserve much better. As I have said, I know that all this is a far-ranging program. I assure you the National Education Association, which represents over 1.8 million men and women who work in education and represents more higher education faculty members than any other group in America, will back your efforts in all these areas. And we will back your efforts to make higher education for all students, but especially for minority youngsters, a national priority.

I know that as educators and administrators, as people who have dedicated your lives to serving the young people of America, you have the will and the vision to work to open the doors of higher education to every American youngster. And I know that if we work together as educators, we can accomplish almost anything. We can create higher education opportunities for all. I urge you to continue doing what you have been doing every day: (1) continue to encourage your students to set goals, and (2) continue to give them the self-confidence and knowledge they need to reach these goals.

Fellow educators, as I close my remarks, I want you to take with you the words of John F. Kennedy. Some 26 years ago, he said: "It is time for a new generation of leaders. There is new a world to be won." President Kennedy was addressing his words to all Americans, but his words are particularly applicable to educators today. If we exercise leadership, we can create a system of schooling second to none in the world. If we exercise leadership, we can assure that all young Americans have equal access to the higher education they so desperately need to build a brighter future. But we must exercise leadership.

My friends, thank you.

Dr. James A. Anderson
Associate Professor of Psychology, Indiana University of PA

Dr. James A. Anderson is one of the nation's leading authorities on the psychology of learning and the impacts of culture, race and gender on educational performance. Among his academic research interests are the conflict between Western education and the psychological orientations of minority students, racial differences in cognitive styles, and conflicts between learning styles and teaching styles.

"Conflict with Learning Styles"

I would like to thank my brother for that eloquent introduction. Before I begin, I would like to offer my deepest gratitude to Florida A&M University and to Sister Clinita Ford, who doesn't know it but I am the president of her fan club. I would also like to comment on the quality of the papers I've heard to date in the concurrent sessions. The papers have been excellent. The presentation styles have been excellent, the content was very scholarly, and I would like to simply congratulate those that have presented so far. I'm sure the rest of the papers will be as good or better.

It is very rewarding to gaze out upon this audience, this sea of color, and to know that even though I don't know you all individually, we have an affinity of color to bind us. We are all pursuing collective goals and meeting collective needs. I would also like to welcome our Caucasian colleagues, the few that are here, because you have shown an acumen and an initiative by attending a minority-sponsored, minority-based conference. This is something that many more of our Caucasian colleagues need to do. So, I would like to welcome you.

This is not so much a presentation as it is an oration about culture. It's a conversation among family members so it will not be formal; it will be very informal, but it will be content-based. It's a validation of our basic psychological and cognitive processes, an affirmation of the world view of people of color; not just Black people, but people of color.

Unfortunately, part of the impact that educational attainment has had on us, and I'm including myself, is that it has narrowed our focus. We don't take an eclectic perspective in terms of viewing problems or just viewing areas of study. As a psychologist, for example, I spent many years not realizing that I also needed to be a historian, an anthropologist and an educator. Historians haven't thought much of being a psychologist or an anthropologist. Thus, we need to keep in mind that our focus has to be broadened, and our horizons have to be expanded. This can be a strategy for the genuine pursuit of various areas of studies, especially those that pertain to Black behavior.

I'm now engaged in research that involves Black women, heterosexual women and Black lesbians. I've been engaged in research involving gay males. There is very little written about Black sexuality, or heterosexual Black behavior, very little substantive material. I thought about the concept for a while and decided that if I don't engage in the research, then the stereotypes will abound. So I began to pursue that area of research and found it to be very rewarding, because it showed me how homophobic I was. Now, to the topic at hand.

In the area of racial and cultural differences and cognitive learning styles, we have seen the emergence of a significant body of literature over the last ten years. A problem existed prior to these years that revolved around a narrowness of focus. There has not been a marriage, for example, between three crucial academic areas: psychology, educational psychology, and what I call curriculum instruction. From psychology we should have been able to glean significant information concerning cognitive development, motivation and intelligence, as they pertain to racial and cultural differences. From educational psychology we could have gained more knowledge about the learning dynamics which operate in the classroom. From curriculum instruction we could have addressed the content and how it should be included. However, this hasn't happened. Therefore, we are right in the forefront of expanding the area of racial and cultural differences and cognitive learning styles.

As a psychologist, I've been concerned with an information processing approach to what kids do in the classroom. From the moment a student steps into the classroom, especially a child of color, we need to know what he or she does in terms of perceiving what goes on in that environment. This is especially important as it relates to cognitive decisions about what students are going to do with the information they are taking in. In order to effectively answer questions that revolve around whether or not there might be differences, racial or cultural, we have to have a clear understanding of the structure and processes involved in the cognitive foundation of students, and in particular, students of color. For the purposes of this session, I will address two critical questions. First, do Black students and other students of color possess and utilize cognitive/learning styles which are different from the dominant Anglo-European learning style? If so, the second question is to what degree do these styles match up with the teaching styles that presently exist at most universities in this country, and which reflect an Anglo-European cosmology or world view?

As I speak, I´m not making any evaluative judgments about the worth of one style or the other. I will try to break this presentation down into three sections. The first section will include a general discussion of cognitive styles and their origins. Next, a discussion of two particular dimensions of cognitive learning styles as they pertain to students of color will follow. These two dimensions are: (1) the affective vs. the nonaffective dimension, and (2) the holistic vs. the analytical dimension. Finally, I will tie the first two together with some suggestions, and also talk to some degree about research approaches in this area.

Now, one of the things that I do as I offer presentations to faculty and staff members at universities, especially white faculty and staff members, is to offer a little insight as to the kinds of qualities that students of color bring into the classroom. I also discuss the errors that are occurring, in terms of the teaching styles and the assumptions that the staff and faculty make. One of the concepts I will highlight is that we have to regress somewhat and make sure we understand the scope and content of the deficiency-based hypothesis. The deficiency-based hypothesis is both genetic and cultural and has been offered over the years to explain Black academic behavior. One of the areas that I focus on has five characteristics which generate a profile of the researchers who have been looking at deficiency-based behavior the past two decades. We know these researchers are primarily white males, and the five characteristics are as follows: (1) they have had minimal interactions with minorities or their culture, with the exception of a research setting and/or in the classroom setting - outside of these two environments there has been virtually no interactions; (2) they have little or no understanding of the cultural, historical, and philosophical foundations of people of color and the way these factors affect their perception of reality; (3) they have assumed that the traditional classroom is the ideal intellectual performance environment and the standardized test, like the IQ test, is the ideal instrument to assess performance; (4) they have assumed that the cognitive operations preferred by whites are the yardstick that all cultures are to be measured against; and (5) these are persons who have a strong need to publish and to survive, so they have developed an inner circle and this is why you see such a repetition of names in the literature. This inner circle of people has kept the deficiency-based focus alive and it has thrived under them. Much of the literature which opposed this research did not come out of education or psychology; but came out of some of the work being done in anthropology and cross-cultural research.

Some of you may be familiar with Herskovitz's work, Myth of the Negro Past. It is one classic of the works in this area and I recommend it highly. What Herskovitz did in his book was to trace and document the survival of African retentions and to suggest how Blacks should effectively operate in contemporary America. During the sixties we found a girth of research which examined and compared cognitive modalities among racial groups. There is, for example, the works of Michael Learner and others who compare African children with English and Scottish children, and Mexican children with American children, etc. This research primarily focused on perceptual modalities like field dependence and independence, and other kinds of perceptual schemes. To some degree, the research examined classification processes.

What we also saw in the sixties was the emergence of an area of study referred to as Black psychology. Minority researchers began to look at the strengths and assets that minority persons bring into situations, especially the assets that seem to serve as the basis of our cultural style. Black sociologists and Black psychologists suggest that not enough attention has been paid to Black cultural advantages, our positive assets, especially in light of the deficiency-based defensive research we've had to engage in. To this day, that's something that I resent. I express this thought consistently to my white colleagues. Whites had the freedom to pursue any research area of their choice while Blacks were forced into the defensive posture of constantly battling the deficiency-based hypothesis. So I didn't have the luxury of pursuing any research area. Among some of the progenitors of these new ideas were Joe White at the University of California, Basil Matthews who is presently in Trinidad but who formerly was at Howard University, Janice Hale-Benson of Cleveland State, and Grace Cooper who is at the University District of Columbia, myself, and a few other individuals.

One of the areas Black researchers began to focus on was the affective/nonaffective dimension which is a critical dimension, which seems to really give us an insight about cosmology and world view differences between people of color and those of the Anglo-European frame of reference. I just mentioned that now but I am going to come back to it in a moment.

It is always important for a presentor to state right at the beginning what his or her frame of reference is. My preference is Afrocentric. I make no bones about it. I say this to anyone, and I make it a point to say it to my white colleagues. I'm not defensive about it at all, and never will be. I'll take it to my grave, and in fact I cannot understand how a person of color cannot see that their perceptive should be Afrocentric. The assumptions I make, not only in this presentation but in the research I´m pursuing, are as follows.

(1) Major cognitive processes mature in a regular way in any natural nurturing environment.

(2) Basic cognitive abilities are broadly distributed across ethnic groups. Some of you may be familiar with the work of Stodolsky and Lesser, for example, who examined patterns of cognitive abilities among Black, white, Oriental and Puerto Rican children.

(3) Children from different backgrounds vary as to when they arrive at a stage of cognitive development; the manner in which the stages are manifested has not been properly addressed by educators. Researchers have defined the development of cognitive variables and how they are manifested in educational delivery. A problem exists when differences are revealed that may be classified as deviant behaviors and/or deficiencies.

(4) Cognitive styles are greatly influenced by the cultural styles of individual ethnic groups. Different cultures are not necessarily deficient in the way they structure the world for their members.

(5) Cognitive styles function optimally in learning environments which are perceived as familiar, useful or relevant.

(6) The intellectual potential of minority students

has generally been untapped because of problems encountered in standard learning situations; and (7) secondary and postsecondary curriculums have to create a new awareness for multicultural multiethnic characteristics and utilize them to enhance the learning environment.

These are my assumptions. Now, I would like to spend a few minutes talking about cognitive style. Cognitive style can be thought of as a preferred manner in which a person or group organizes and utilizes his or her cognitive tools in order to structure the world. This can be done passively or this can be done actively. An example of passive utilization is rote memory where you register information and just recall it in the most simplified kind of manner, versus an active/proactive approach to cognitive structuring which is a higher-order approach. What is the relationship of a cognitive style to learning? In his book, The Psychology of the Afro-American, Adelbert Jenkins suggests the following: (1) learning involves the application of one's meaningful framework to new situations in order to make sense of them, and (2) learning becomes solidified when this mental reshaping becomes attached to some positive or negative affect.

Cognitive styles are strongly influenced by the cultural history of a particular group. For white Americans, the Anglo-European cultural history is significant. For Chinese-Americans, Chinese history is significant, and for Black Americans it is African history and the culture which undergirds their perspective. There is no such thing as one cognitive or learning style being better than another. Cultural conflict, however, does occur when a student or a person is asked to utilize his or her cognitive style in a setting or in a manner which is unfamiliar, which is not useful, and which is not relevant. As you might begin to see, this is what has been asked of children of color. There are many aspects of cognitive style, and some of you may be familiar with the work that is being done now in cognitive style mapping and in other areas. What these areas assess or examine are sensory modalities so, for example, when you are mapped you discover whether or not you prefer to hear a piece of information as opposed to reading it in a book. This is excellent work and the correlations that can be made from these findings to other areas are significant. However, what a lot of these areas lack is cultural content, so we are not able to make the kinds of important cultural discrepancies we need to make.

The notion of cognitive style surfaces periodically. If you review the literature you find there is no continuity. We find the terms cognitive style and learning style used interchangeably. Why is there a lack of continuity and just a periodic surfacing? One thing I have already mentioned has been the impact of other researchers. The impact of Jean Piaget is analogous to the impact of Sigmund Freud. Both represent two of the most dominant figures in psychology. But a second reason why so little research has occurred in this area is that in this country academicians have shown a hesitancy to even acknowledge the notion of cognitive styles especially as it applies to cultural differences. Once the acknowledgment occurs that there can be cultural and racial differences in cognitive styles, then the domino effect has to occur. One culture after another will be acknowledged as possessing valid cultural/cognitive styles. To prevent such from becoming valid and bona fide areas of concern you simply don´t acknowledge it. Now I would like for you to think of cognitive style as a general category and under the framework of cognitive style we can look at other types of styles. We can think of a learning style as a preferred mode of organizing, classifying and assembling information about an environment. A motivational style is a preference for a set of goals, awards and incentives which influence the behavior of an individual. An affective human-relational style is something which you will see shortly is very prevalent in the cognitive style of people of color. Human relational style refers to preferred modes of relating to others, need to nurture, affiliate, cooperate, etc. A communication style refers to preferred modes of communicating with others in the environment. And then there is the general category of cognitive style under which these styles fall.

Earlier I made reference to the impact that a group´s cultural history has upon its cognitive style. On this chart we have an example of some of the kinds of factors that have influenced the cultural styles and socialization processes of people of color. As you can see, the cultural values that underscore the world view or cosmology of a group strongly impact the socialization processes of that group, which in turn have an impact upon the general area of cognitive styles and their subsets. Among the factors that have had an influence, and these are not exhaustive, have been African cultural carryovers that Herskovitz makes reference to and the impact of slavery, both positive and negative. This impact is positive in the sense that strength and resistance were produced, as Brother Johnson made reference to last night in his presentation, and the negative impact which was dehumanizing. Another factor is the postslavery American experience which has generally been negative for people of color. The recent social political movements in this country have had a strong impact upon attitudes, beliefs, identity, and self-esteem. Probably the factor that is most critical now for our children is the contemporary media explosion which has had a profound effect. It has bastardized the nature of our cognitive style and presented a distorted world view for our people to develop. Since the cultural basis comes out of cultural values then we can assume that the family and family relationships are crucial and you have to remember when you speak of the Black family we are talking about two components of the Black family. We are talking about the indigenous component for which the cosmology is thousands and thousands of years old but we are also talking about the contemporary American experience which is solidly rooted in many aspects of Anglo-European cosmology. Thus the decision that a culture group has to make is to what degree will interchange occur between the two cultures. The educational system is strongly involved in the socialization process and as we all know the educational system in America is primarily rooted in Euro-American cosmology. There are other institutions affected such as religion, the law, etc.

Now when you think about the differences in the cognitive and learning styles between white children for example and children of color it's very clear to me that the development of cognitive styles follows a very linear sequence for white children. From the day they enter kindergarten until they graduate from college there is no variation in terms of the kinds of expectations they are presented. There is no variation in terms of the types of teaching styles they will encounter because it matches very well in terms of their particular cognitive style and so you find, for example, that white children are never asked to be bi-cultural, to be bi-dialectic nor to develop cognitive and learning styles that are not similar to theirs. But let's think about what's asked of Black children and children of color. The whole system of white cultural supremacy refers to the dominant group's culture expectation that their cognitive style, frame of reference, world view and cosmology should be the one that's followed. White American cultural supremacy has certain expectations for children of color, and a system of rewards and punishments are build around whether or not children of color respond as expected. Our children are expected to be bi-cultural. They are expected to be bi-dialectic. They are expected to have dual cognitive and learning systems. They are expected to measure their performance against the Anglo-European yardstick. They are expected to be able to perfectly organize all of the dominant group expectations. Lastly, as one gets older he or she is expected to sustain the psychic energy that's necessary to maintain this kind of bi-cultural orientation. Now tell me what six-year-old can manage that much. What nine-year-old child of color can manage that much effectively and not suffer. It can't be done. Now many of you sitting there, and I'll include myself in this, should conclude that the reason we are unique is we've been able to manage all this. We've been able to balance that beam of stress very well, as was mentioned last night at Dr. Johnson's presentation, and I guess we should be applauded for that. Hey, feel good about yourself! If you don't, nobody else will! We have paid the price for doing that. We've had to expend that psychic energy I made reference to earlier. I tell people to this day I hated every day in that psychology department at Cornell. I hated it because it reeked with racism and probably still does. If it weren't for Brother Wade Boykin, who was my mentor and my teacher, I couldn't have made it.

A group's cognitive style is not solely a function of race. You also have to look at the degree of acculturation that individuals have experienced. Initially, I didn't think this was the case, but I began to find there were certain groups in this country who weren't raised with the same cultural foundations as people of color, but who tended to align themselves closer to them in terms of cognitive styles. For example, there are whites in rural Louisiana (Cajuns) and in Appalachia, etc., who have not been acculturated into Anglo-European cosmology that strongly. Many of the Cajuns grew up living side-by-side with Blacks and adopted the same world view. In fact, when you talk with them, when you map them, when you look at their cognitive learning styles you find they match up much more closely than do some Black folks who have opted for the Anglo-European world view, especially many middle and upper class Black folks. So you have to look at the interplay between race and aculturation before you make decisions. Initially, I was willing to go out on a limb and think of a Black/white or color/non-color dichotomy but I´ve since altered that.

Let me be a little more specific about cognitive styles and talk more about certain features as they pertain to different cultures and racial groups. Think of cognitive styles and learning styles as operating on a continuum and that you can fall anywhere on this continuum. We find that certain racial and cultural groups have opted by choice to fall closer to one end or the other. When I was doing my dissertation I looked at racial differences and learning styles among Black, white and oriental university students and I also looked at to what degree this impacted learning for them. The difficulty of doing that dissertation was not with developing a methodology to do the research and not with analyzing the data. It was that I had to go back and read the cultural histories of these groups to get a sense of their world view and their cosmology, and to then get a sense of what their differences are based on. That's what took a lot of effort and that's when I became a historian. When you look at cosmologies of various groups, you begin to find that certain groups line up on particular sides of the continuum. So you begin to find that the cosmology and world views of American Indians, of Black Americans, of Mexican Americans, of Puerto Rican Americans, of Vietnamese Americans, of Chinese Americans, etc., line up on one side and the world views of Anglo-Europeans, especially European males, line up on the other side and somewhere in between falls Anglo-European females. We find characteristics shared among the world views of these groups. For example, some have to do with the perception of mental health, some with what is a healthy person; some with the perception of time, sense of cooperation, achievement as it reflects the group vs. the individual; a strong sense of family and other values associated with family; a strong sense of religion and values associated with religion; and the value placed upon affective expression. And if you look at the opposites of those you will find that they define the characteristics of the Anglo-European cosmology.

Persons with a western style value individual achievement as opposed to cooperation. Many times the products of individual achievement often conflict with the family values. Because of the value placed on individual success, many in corporate America sacrifice the family to be successful. These persons also have no problem with separating religion from exploitation and capitalism. You don´t have to be moral to be an exploiter, they operate as two separate entities and it takes a particular cognitive modality to be able to do that. It takes a particular cognitive modality to be able to look at the barbaric behavior occurring in South Africa and to be able to just casually talk about it in abstract terms like "constructive engagement." It takes a certain cognitive operation to be able to look at man´s inhumanity to man and come up with abstract terms for discussion

I would like to refer now to my earlier reference regarding the work of Matthews, Joe White, Akbar and others. The reference I made was to this particular dimension that which seems to be emerging as very critical. The affective vs. nonaffective dimension is not the only one but it is a significant dimension in terms of the cosmology of people of color. Both Basil and Joe interchange terms when they speak of the cognitive and perceptual operations of Black folk. They use terms like "feeling intelligence" or "the aesthetic mind". In fact, these terms appear contradictory in the Anglo-European frame of reference. You see feelings are located in one place and intelligence is located in another, and anytime you interchange the two you aren´t supposed to think well. In terms of its philosophical origins, the African system of thought is a view of extraordinary harmony in which man is united with nature and the universe. Man is physically, affectively and cognitively united to the natural cycle of existence. Faith, reason and emotion are mutually dependent. The European world view is different in that things that are contemplated, experienced, and lived are separable. There exists almost a conflict between the emotional and cognitive systems. I don´t have time to trace the philosophical foundations of Anglo-European thought, but go back and look at British philosophers who strongly influenced the development of Anglo-European thought. Note how they talk about the separation of mind and body. Go back and read Aristotle and look at how he talks about the soul and the mind. And, when you look at the Greeks, when you look at the British philosophers, when you go back and look at Dewey and put it all together you will see how a world view has evolved that can easily separate emotion and intellect when it´s convenient to do so.

This separate way of thinking has evolved into an institutional way of life in which certain clearly defined behaviors command separation of affect and cognition. Look at the system of law that we have in this country, look at the system of economics and capitalism that we have in this country. These represent institutions which clearly separate cognition and affect; therefore, you can create conceptualizations about what it means to be successful in terms of capitalism, in terms of exploitation and yet make no reference at all to the affect the negative that impacts the exploited. I´m not trying to create the illusion that there are two separate and distinct systems in terms of the cosmology of people of color. Both systems operate at the level of rationality and it´s been something that has been very difficult for cognitive psychologists, especially traditionally trained psychologists, to come to grips with. In terms of being rational, and cognitive, and objective, people of color can exhibit those characteristics while talking about the affective and evaluative self. We have the unique ability to do those things simultaneously and that represents higher order processing.

This higher order processing has evolved over thousands and thousands of years for the first and most dominant culture in the history of mankind, and we have not lost that. There are times that we choose to barter that, there are times that we buy into the system so tough that we get caught up in our status and our credentials. You know when the brother was running down my credentials in the beginning, it didn´t phase me at all because I had perspective and my perspective is that it wasn´t until my mother affirmed my credentials that they were okay. When she said, "Okay, now I see what all of those years of school have done," that was the anointing process for me. Don´t buy into the illusion. Take a look at a lot of these things in perspective: your credentials, your status, your accomplishments, etc. My greatest accomplishment in the last three years is not in my vita. It is that I have been a single parent raising a seven-year-old daughter. That´s something I never thought I could do; I have to get up and braid her hair before she goes to school every morning. That´s what is difficult and what I had to put in perspective. I empathize with any sister who has been, is currently, or may be in that position, or with you males who may be in that position. I empathize because now I finally understand. There are a lot of us, a lot of people of color, who barter into the system so tough that we trade away that unique cognitive style. They haven't lost it. Believe it or not, Clarence Pendleton has not lost it. The essence is there and it can be recapture. I thank Clarence, because Clarence is about as extreme on the continuum as you can get. But, somebody can save Clarence, so I want you to keep that in mind.

I'll keep talking about a cognitive frame of reference, a system of rationality while I attempt to bring us into the classroom. I'd like to talk about what Black kids do in the classroom, especially when they get to the high school and university level, because cognitive styles really don't firm up until the formal stage of operations. All young children learn affectively, and they learn best what they like. That fact should be suggesting to us that an affective-cognitive system probably is the most effective system because that's what kids prefer. Yet, the educational system beats it out of kids. They say no you can't learn that way even when kids prefer to. Okay, let me now take what I've said from this point and put it in the classroom. I want you to think about a traditional university lecture, one which many of you have gone through, maybe one which many of you offer (I hope not). I'm talking about a traditional university lecture in which a professor delivers the lecture in a very traditional format very straightforward, the lecturer limits his or her facial expression and limits class discussion. That kind of lecture exists at most universities in this country. Now, what's really happening in that lecture? Some of the factors that are important are: (1) the nature of the lecture topic; (2) the presentation style of the lecturer; (3) his or her ability to relate the information to the experiences of the student; and what the student brings into the classroom (his or her cognitive learning style). Suppose the nature of the lecture topic, the style of presentation, and the lecturer's ability to relate topical information to the experiences of the student, are at odds with what the student brings into the classroom? What we often find is that students of color have a lot of difficulty tuning into this type of presentation and what you'll see represented in terms of the behavior of that student is that he will attend class initially, then gradually become demotivated and attend less and less. Or, he will attend and then stop taking notes and may begin to write letters or read other material or simply sit there disinterested and disillusioned. And that's not necessarily a characteristic of a trifling student. That's not always a characteristic of an unprepared student, but that may be a characteristic of a student who has lost interest in what is going on.

When you talk to students, and this is something we don't do enough, when you talk to students and simply ask them what's wrong or what's happening in this class, or how come they can't get into this, they'll make statements such as, well I can't figure out how all of this relates to me. Is this material really important? Why do I have to take this course since it is not part of my major? Why is this course so boring? Why isn't there any more classroom discussion? I can't relate to where this dude is coming from.

Now, most traditional professors think these are stupid questions, because it should be clear why a student is in this classroom and what he should be about while he is there. But when I asked several hundred students at different universities about what was going on, they gave me consistent responses. And as a result of my conversations with these students, I then began to pursue an area of research in which I wanted to isolate and identify what was going on in the student's head. I wanted to know what kinds of things he or she was focusing on in the classroom, or what would be an incentive. Or, what were the negative factors involved in the teaching style that was occurring in a class. I asked several hundred Black students and Chinese students and white students at predominately white universities and predominately Black universities what kinds of things they focus during the lecture. I gave them a long list of choices to select from and these are some of their preferred responses.

(1) The degree to which one lecture appeared more conversational than another was very important to them. What you will find when you look through these characteristic is a heavy, heavy affective and personal component.

(2) The lecturers ability to vary his or her vocal delivery. Not only does a monotone turn you off, but a monotone also tends to suggest that this person is not emotionally involved in what they are saying and they sure aren't emotionally involved in transmitting it to you.

(3) The degree to which a lecturer engaged in frequent and varied eye contact with the audience. Some white professors never even look at Black students, don't even acknowledge them in the classroom.

(4) The degree of projected interest by the lecturer. This is something we assume students don't pick up on, yet they are very attuned to subtle cues.

(5) Differences in facial expressions; and probably the most important one,

(6) the degree to which the lecture content has personal relevance for the student. Personal relevance in this context refers to the student's life experiences, and frame of reference. Now there are a lot of professors who believe that this can't be done with courses like math, science and statistics, etc. It seems easier to produce relevance in a psyche course, or a political science course and talk about it in terms of the life experience of a student.

I've been reviewing some nursing programs and talking to nursing faculty at several universities. Before I did that I talked to nursing students, especially Black students, and I asked them to tell me about their best professor in the introduction to chemistry course. Right away they all concurred. There was this guy, a white male, who never began a chemistry lecture talking about chemistry. He began his chemistry lecture talking about things the students could relate to. He would begin, "Did you read the newspaper today, there's an article here on crack and cocaine." He proceeded to talk about drugs and injecting them versus freebasing. He talked about their impact on the Black community and from there he went into a discussion about chemical differences and abstract equations. Another time he started talking to one young lady in the class about a soda that she was drinking. He picked up the can of coke, took a sip and started talking about the difference between Coke and Mountain Dew and why Mountain Dew was one of the worst sodas you could ever drink. I really hated to hear that because I love Mountain Dew. However, Mountain Dew and Mello Yello are two sodas that contain very high amounts of caffeine. The professor then proceeded to discuss abstract chemical differences. This instructor never started talking about chemistry until he was able to relate that day's lecture to the students' life experience.

When I taught introduction to statistics, and I had a large number of Black males in my class, I would sit down and begin to think about how I was going to capture their attention. I came into class one day and mentioned that I had brought the sports page. Since it was basketball season, there was a listing of the statistics from the NBA in the paper. I suggested that we fool around with these statistics, and we started examining measures of central tendency and other basic statistics and all of a sudden they were interested. And later, we examined other relevant issues. For example, I found some statistics in a magazine which talked about relationships among people, especially Black men and Black women, and how Black women were projected to be in trouble down the road. We again looked at statistics in those terms, and all of a sudden it was a different ballgame. So, all it takes is a little ingenuity and a little effort and you'll find that things become much easier.

Now let me really hone in on cognitive style differences. I've made reference to the nonaffective/affective comparison and there are also some synonymous terms. Nonaffective cognitive style can also be thought of as the analytic style or the field-independent style, whereas the affective style can be thought of as relational or dependent. These are some of the characteristics that have emerged from the research in these areas as they pertain to Black children, Mexican-American children, and other children of color. We find, for example, that under the non-affective domain are characteristics such as these: very analytic, tend to learn impersonal and inanimate material verily easily, performance not affected by opinions of others, style matches up well with most schools in their environments, etc. On the other side we find that students in the affective domain tend to do better on verbal tasks, perceive elements as part of the total picture, learn materials which have a human social content, which are characterized by fantasy and humor and their performance is influenced by affective expressions, etc. I want to talk about the affective-cognitive style in terms of what we know of traditional African culture and what´s emphasized in traditional African culture. There is a heavy emphasis upon oral tradition, a heavy emphasis upon the human relational style which emphasizes social contact and learning through social contact, a heavy emphasis upon fantasy and humor in the oral tradition, a heavy emphasis upon authority figures, and a strong emphasis on group cooperation and achievement. All of these figure into the cultural styles of minority children. Let me be a little more specific. Grace Cooper, who is the chairperson of English at the University of District of Columbia and who is a linguist, has done a lot of work in terms of looking at holistic versus analytical thinkers especially in terms of the writing styles of students. Students of color come under a tremendous amount of criticism in predominantly white university settings and high school settings for their writing styles and speaking styles. What Grace has suggested is that all is not as bad as it seems and, in fact, what has happened is that the cultural style, the cognitive style of minority students is reflected strongly in their writing and should be capitalized upon. She suggests that if you compare the two styles you find the holistic-affective students tend to use descriptive abstractions as opposed to analytic abstractions. This means these students tend to utilize words, terms, metaphors, etc. which describe the topic at hand as opposed to more abstract analytic terms which are often less descriptive and more philosophical.

Another important area concerns word meaning which is based on context (nonaffective) as opposed to formal meanings of words. Students of color use few synonyms as opposed to many synonyms. This is an area of confusion not only for the student but also for english instructors and writing specialists who feel it is important for a student to use a lot of synonyms. When making comparisons, minority students utilize relational and situational classifications as opposed to higher modes of classifications. One classification that appears frequently in the writing styles of minority students is their tendency to use "you" when they write as opposed to "he/she", the third person objective. Again, this is thought of as being deficient when in fact what this student is doing is pulling you into what he or she is writing about and they're attempting to make it more personal for you. People of color prefer to have a conversation with someone which is informal and conversational and which reinforces our cognitive style. Writing specialists have to be made aware of that. In fact, what Grace suggests is when students' papers are graded by instructors who are unaware of these factors, they often suggest the writing style is too flowery, too poetic, has an excess of mixed metaphors, the language is illogical, and the examples are illogical. This occurs because they don't have an understanding of the cognitive basis of this writing style.

Now it's true that there are errors, I'm not going to deny that. What we have to do is suggest to students that they be able to capitalize upon their cognitive style while at the same time accommodating the expectations of that university system. We also suggest to the writing staff, university professors, and other groups that they have to do the same thing. They have to have a clear understanding of the cognitive styles and how they are reflected in the writing styles of students. In attempting to capitalize upon those things, one shouldn't tell a student that their style is bad, is poor, is no good or continue to give negative feedback. The same is also true of speech patterns. The speech pattern developed by any group in a society equips them to deal effectively with the community first and then the larger society second. The Anglo-American communication speech style is simply one of many. Even though it's often perceived to be the dominant one, it is one of many. Anglo-Europeans have to remember that their communication style was not the first, and objectively speaking, is not necessarily the best even though that assumption is utilized. One of the areas of speech that is important is the degree to which imagery is used in a groups' speech pattern. What we find when we examine the speech styles, the origins of those styles among groups of color is that there's a heavy use of symbolic imagery in those patterns. Symbolic imagery is a way of painting a picture and saying something at the same time, as opposed to saying it without a picture. All you have to have is a minimum amount of familiarity with African oral tradition and you know that is the case.

I can't stand rap records and if I never hear another rap record again it won't be too soon. But the first time that I heard a rap record it was real clear to me that it represented African oral tradition. I picked up on the cadence that was occurring, I picked up on the symbolic imagery that was in the words, on the swiftness with which kids memorized these records and I thought that something is occurring that I'm not aware of. So it became very clear to me that rap records are just contemporary manifestations of African oral tradition. Now the content of a lot of those records, in terms of sexuality and other negative factors does what I said earlier, it often bastardizes the pureness of the cognitive style that we possess. But I basically understand the cultural manifestation of a rap record. Symbolic imagery is critical in rap records and students and young kids tune right into it because that's part of our cognitive style. Visual, pictorial thinking is perceived as living, holistic imagery and is intensely affective with a cultural base. There's an extensive expression of concrete emotional words, heightened use of metaphors; the medium is the message, and the medium does not have to be explained when you hear it. The medium motivates and socializes. If you need an even better contemporary example think about videos.

I sat down and watched Chaka Khan's video, and Chaka Khan didn't have to have a whole lot of abstraction in her video. Chaka Khan's message was the medium but you notice how white musicians often tend to prefer the abstract; the more abstract the more value the video often has. That video often has nothing to do with the record at some point; it has nothing to do with the message of the record. The medium becomes ineffective and the message is lost.

I want to begin to wind down now with a comment about science, a comment about research, and then some suggestions. Those of you who are pure scientists, and I presume all of us are scientists to some degree, but the hard scientists especially probably have experienced some of the greatest difficulty in terms of matching up the learning and cognitive styles of students of color with the type of thought process that´s often demanded in that area of work, especially the ability to think in terms of analogies, scientific reasoning, etc. The illusion is that because of the affective interplay between the subjective and cognitive components, it´s difficult for students of color to think logically, especially as is necessary in the hard sciences. We find, for example, that students do show a lack of experience on which to build the abstractions of science, but that doesn´t mean they don´t have the potential. Rather they simply have not been involved in that process. There is also a weakness in math and verbal skills, and often a lack of confidence in their ability. The standards that they´ve set for themselves in terms of academic achievement often are underdeveloped in terms of the hard sciences and there is little understanding of the functioning of the memory system and their own particular cognitive style.

In terms of instructing students of color we found that it′s very important to identify individual intellectual difficulties as early as possible, preferably in a pre-entrance program. The successful nursing programs, pre-med programs, etc., which serve minority students tend to have a pre-entrance program either that summer or even a year before. Probably the most successful pre-med science program in the country is the SOAR program at at Xavier University in New Orleans. The program identifies students during their junior year in high school and begins to bring them into the family. They use a cooperative family setting for teaching students in the program. The program is so successful that Harvard has a direct pipeline to the program for its top graduates. In fact, one of the highest averages ever attained by a freshmen pre-med student came from Xavier a couple of years ago. Not only are students introduced early to the family and the cooperative learning setting that exists at Xavier, but they are taken into laboratories to have hands-on experience with things. The experimental component then becomes united with the abstract concept.

When we discuss abstract concepts and theories that don′t speak to a student experientially, then he/she becomes very uncomfortable, becomes demotivated, has a loss of self-esteem, etc. Earlier in the presentation, I mentioned that for many of us educational attainment has meant that we′ve adopted the very narrow focus in terms of our pursuit of various research areas.

Another major stumbling block has been that many of us are well-trained and well-versed in terms of quantitative research methods, and we just assume these are the only research methods. Qualitative research methods are probably as crucial to the study of people of color and you will see in the next few years that this will emerge as a dominant research methodology. One reason this will occur is that non-cognitive factors are becoming critical areas of examination and we will need to utilize research methods which are more applicable to these factors. If we compare the two research methods along certain dimensions, in terms of purpose, we note qualitative research seeks first to understand, explain and specify, whereas quantitative research seeks to predict, hypothesize and generalize. In quantitative research, one of the biggest difficulties is coming to grips with racial/cultural differences among learning styles. It is assumed that the operations of Anglo-European at every level are dominant and we haven't even given consideration to understanding, explaining and specifying any other cosmology. The underlying premise is that man is a subject and is an actor in his environment as opposed to an object or a reactor. Qualitative research focuses on social interaction and truth as relative and subjective as opposed to truth as absolute and objective. There is a focus on the individual experience of a situation as opposed to the opposite. Intuition and creativity, generally words that aren't allowed in pure quantitative research, are valuable assets in the qualitative approach.

Many of us need to think a little bit more about moving towards a qualitative approach in research. It appears that the optimum research method will be a combination of the two.

Now where does all of this bring us. In the beginning I said this was not a presentation but a validation and affirmation, and in fact this area of research in the last few years has been just that for me. It has been rewarding far beyond any occupational benefits. As a teacher or administrator it's very important that we develop a strong cognitive foundation concerning racial and cultural differences in cognitive styles. We need to be very aware of how these are reflected in writing styles, in speaking styles of students, and behavioral styles of students. We also need to be very clear as too how we should incorporate these things into our programs. Many of you have and will present papers which are concerned with retention, but if your retention model hasn't taken any of these things into account, then in the long run it's not going to be that effective. As soon as possible make that clear to the faculty and administration at your university.

One thing I've done in the psychology department at my institution is to review the courses in which minority students were present and where their performance was abominable. The students weren't all high-risk students. Many were kids who had solid backgrounds, solid academic transcripts and were strong in a lot of other cognitive areas. Thus, there seemed to be something operating in the classroom which was hindering student performance. After I talked to our chairperson about some of these issues, I said it's probably the case that we have a dichotomy of teachers in this department. I said I would prefer that minorities were not registered in sections with narrow and inflexible instructors. He agreed, and since then the performance has been much better. Now, I understand that there's a sovereignty in departments and I understand that you have to be very careful about crossing interdepartmental boundaries, however we are talking about the survival of the students and that is most critical. If you have faculty members and departments that that are not sensitive to the kinds of things I've been addressing this morning then it has to be made very clear to them what the consequences can be for students.

It's important to identify your teaching style. For example, many of the characteristics I've covered concerning the nonaffective analytic cognitive style are reflected in many of your teaching styles. In addition, we have to remember that we we're trained in graduate programs which reflect that style. So we're totally unaware of the degree to which we have components of that teaching style. You should identify your teaching style. Know what are its shortcomings and what are its strengths.

This also means that if you're at a predominantly white university and you have a class full of students, minority and majority, who may have an Anglo-European frame of reference and you are an affective teacher, you're going to have problems which is a kind of a reverse situation. When you get your evaluations back, highly analytical students will write that this person jokes too much, or engages in too much experimental activity, etc. When you get a class in which the students generally tend to function with an affective relational style you have to be able to address that domain. That means ladies and gentlemen that you have to engage in a little more effort than usual.

We may have to engage in trial and error for a while but the cause is just and the need is great. I appreciate your attention and I hope these words have had some value for you.

Dr. Kenneth S. Tollett
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Dr. Tollett has been recognized for his demonstrated leadership in higher education. The law and the struggle for equal educational opportunity for all Americans continues to place Dr. Tollett in the vanguard of efforts to achieve true social justice.

"The Strangling of Black Rights"

Summary or Abstract of Speech:

The often referred to compromising, majority opinion of Justice Powell in the Special-Minority-Admissions case, Regents of the University of California v. Bakke, 438 U.S. 265 (1978), stated that the "one pervading purpose" or original intent of the Reconstruction Amendments was virtually strangled in its infancy by "judicial reactionism." The intent or one pervading purpose of the Civil War Reconstruction Amendments was to secure the liberty and freedom of Blacks and to protect them from their oppressors, whites, who formerly exercised unlimited dominion and control over them. I propose to briefly review the judicial reactionism which strangled the rights of Blacks in the First Post-Reconstruction and comment upon the wavering protection and sometimes assaults on the rights of Blacks in the emerging Second Post-Reconstruction, particularly in the area of affirmative action and, sometimes, even Black colleges.

In the area of civil or Black rights, history may be more important than in any other area of social, political, and legal development. The often stated maxim, that those who ignore

history are condemned to repeat it, is well worth repeating. I have put the matter this way: A people without a view of their past, have a dim view of their present, and are blind to their future. K. S. Tollett, Black Institutions of Higher Learning: Inadvertent Victims or Necessary Sacrifices?: With 1981 Prologue Update 4 (1981). This is especially noteworthy during the current controversy over the United States Constitution, the Supreme Court, and the judges and justices who interpret and apply laws, especially constitutional law and the issue of "original intent" versus a "living constitution."

In the First Reconstruction, through clever, subtle, ingenious, and disingenuous verbal analysis, the Court decided that whites murdering Blacks were not "affecting persons," Blyew v. United States, 80 U.S. (13 Wall) 581 (1871); recognized the fourteenth amendment and its Equal Protection Clause were "primarily designed" for the "protection" of Black rights (such as not excluding them from juries) without providing them effective remedies, Strauder v. West Virginia, 100 U.S. 303 (1880), Virginia v. Rivers, 100 U.S. 313 (1880); sanctioned private violence and discrimination, U.S. v. Cruikshank, 92 U.S. 542 (1875); United States v. Harris, 106 U.S. 629 (1883); Civil Rights Cases, 109 U.S. 3 (1883); curtailed the power of Congress to protect Blacks from private violence directed at their employment, Hodges v. United States, 203 U.S. 1 (1906), overruled by Jones v. Alfred H. Mayer Co., 392 U.S. 409 (1968); decreed the operation of an American-style apartheid in the fraudulent separate-but-equal doctrine, Plessy v. Ferguson, 163 U.S. 537 (1896) (public accommodations/transportation); Cumming v. Richmond County School Board, 175 U.S. 528 (1899) (education); and tolerated the disfranchisement of Blacks, U.S. v. Reese, 92 U.S. 214 (1876).

More recently, in the name of a color-blind rhetoric which was first enunciated in Justice Harlan's dissent in Plessy v. Ferguson, 163 U.S. 537 (1896), the separate-but-equal case, some courts have been playing ducks-and-drakes with affirmative action in employment and education. K. S. Tollett, Black Colleges As Instruments of Affirmative Action (1982). Black higher education institutions, which are instruments of affirmative action, have been hassled with reverse discrimination suits. The threatened strangling of Black rights must be resisted, affirmative action and Black colleges must be maintained, and the human integrity and dignity of Blacks, male and female, young and old, must be emphatically reasserted. Lest we project insecurity and lack of self-esteem, we must stop being apologetic and defensive about affirmative action and Black colleges. Tollett, "Commentary: Disenchantment with the 'Egalitarian Revolution,'" 1979 Washington University Law Quarterly 421 (1979); K. S. Tollett, Jeanette J. Leonard, and Portia P. James, "A Color-Conscious Constitution: The One Pervading Purpose Redux," 52 The Journal of Negro Education 189 (1983). Insecurity and lack of self-esteem are twin outcomes of the internalization of racism which undermine educational and economic achievement more than any other two evil products of racism. Perhaps, it would be desirable to address this point at the beginning as well as at the end of this presentation.

(Manuscript footnotes appear at the end of text.)

Introduction

It is an honor and pleasure to participate in the Second National Conference on Black Student Retention in Higher Education sponsored by The Florida A&M University, particularly since its president is Dr. Frederick Humphries and its coordinator is Dr. Clinita Ford. After receiving an invitation from Dr. Ford and during the discussion of possible topics for my presentation, I told her that I was writing three books which might be of interest to the participants at this Conference. One of them is on the background, context, and formation of the 1787 Constitution, provisionally entitled, "A Theory of the United States Constitution and Government: William Winslow Crosskey and the Constitution." The second one is on the strangling of Black rights which presents information related to the Reconstruction Amendments to the Constitution and is tentatively entitled, "The Civil War, Reconstruction and the One Pervading Purpose Strangled." Since this second book is about strangling Black rights, Dr. Ford thought it would be a timely and interesting topic for this Conference. Thus, much of my presentation will be a preview of that book.

The third book is on the history of the social, political, and economic movements since the 1954 School Desegregation decision and is tentatively entitled, "A Really New Beginning: The One Prevading Purpose Redux." The thesis of the third book is that Blacks should be returned to center stage of the Egalitarian Revolution and the Civil Rights Movement because constitutionally they have a prior and more compelling claim than any other group and because socially their political, economic, and other needs are greater than any other group in the United States, possibly with the exception of Native Americans. The argument being made in this third book is not that the movements, which have displaced and deflected the Civil Rights Movement, are illegitimate, but rather that they should be subordinated to the needs and claims of Blacks. This is so because the Civil War or Reconstruction Amendments not only freed the slaves but also sought to deconstitutionalize racism and secure liberty and justice for Blacks.

I frequently allude to the third book, no matter what I am talking about. I most recently alluded to it during a speech at the 1986 Annual Meeting of The American Academy for the Advancement of Science (A.A.A.), where the theme was the "The Black Educational Crisis." The A.A.A. speech discussed getting more minorities into the sciences and since I believe most problems of Blacks can only be solved if they are openly, honestly, and unapologetically addressed, I alluded to my third book which has as its overarching theme the return of Blacks to center stage of the Civil Rights Movement. I will touch on some parts of that speech because it is connected to the theme of this Conference. I have a special interest in educational achievement and advancement, although I am working primarily now in the arena of constitutional law and public policy. The self-esteem and progress of Blacks have been retarded by the universalization of the Civil Rights Movement and the displacement of Blacks from its center stage, creating access and retention problems for Blacks in both secondary and postsecondary education.

In my analysis of constitutional decisions related to affirmative action and the preservation of Black colleges, I have frequently encountered coolness, a lack of interest, or even resistance by some Blacks. It appears that the reason some of us are defensive about affirmative action and the preservation of Black colleges is that we do not think enough to ourselves to believe or maintain that we are entitled to special attention or consideration. K. S. Tollett, Affirmative Action in Law Schools: The Declining Concern for the Interest of Blacks, 4 The Harvard Blackletter Journal 34 (Spring, 1987).

For some twenty-odd years, I have maintained that there is only one thing I know that explains the differential performance of Blacks on standardized tests and the many other problems in the Black community. It is lack of self-esteem. I think that I can explain more about educational achievement and internal strife in Black institutions and organizations on that basis than on anything else. Now what does that have to do with retention?

If we think well of ourselves, then we should want good things to happen to each other. We will want our fellow Blacks to get into school and stay in school. Students need to feel that they are somebody. If we are defensive and apologetic about Black colleges and affirmative action, it means we are not sure that Blacks are entitled to justice. Further, it means we are projecting upon other Blacks what the Constitution did when it was written in 1787, that is, treating us as three-fifths persons, U. S. Const. art. I, sec. 2, cl. 3. We are operating under the vestiges of a Constitution which declared that Blacks were three-fifths persons, id., thus not fully human. The Reconstruction Amendments and Civil Rights Acts attempted to correct this dehumanization and fractionalization of Blacks by securing their liberties and civil rights. However, the United States Supreme Court virtually strangled these Black rights and liberties in their infancy. There is a connection between how we and the law see us and retention.

The most fundamental problem of retention is caring about ourselves and projecting to our students that we care about them. Later I will say more about this when I touch upon the speech made at the Annual Meeting of The American Academy for the Advancement of Sciences, which addressed how to get more Blacks into the sciences - and emphasized the importance of role models. However, now I will discuss the fate or strangling of Black rights.

III. Fate of Black Rights

> The Court's initial view of the fourteenth amendment was that its "one pervading purpose"

> was "the freedom of the slave race, the security and firm establishment of that freedom and the protection of the newly made freeman and citizens from the oppressions of those who had formerly exercised dominion over him . . . ." The Equal Protection Clause, however, was "[v]irtually strangled in its infancy by post-Civil War judicial reactionism." It was relegated to decades of relative desuetude while the Due Process Clause of the Fourteenth Amendment, after a short germinal period, flourished as a cornerstone in the Court's defense of property and liberty of contract . . . In that clause, the fourteenth amendment's "one pervading purpose" was displaced.
>
> -- Justice Lewis Powell

The First Reconstruction

The original Constitution treated Blacks as three-fifths of a person. Although today Blacks see the United States Supreme Court as the vindicator of their rights, that has not been the situation throughout most of the nearly two hundred year history of the Constitution. K. S. Tollett, Viability and Reliability of the U. S. Supreme Court as an Institution for Social Change and Progress Beneficial to Blacks, Part II, 5 The Black Law Journal 5 (1973). Indeed, the most famous case concerning Blacks before the Civil War was Dred Scott v. Sanford, 60 U.S. (19 How.) 393 (1857), which held that Blacks were not "people" or "citizens" of the United States and therefore could "claim none of the rights and privileges which [the Constitution] provides for and secures to citizens of the United States." Mr. Chief Justice Taney who delivered the opinion of the Court continued:

> On the contrary, they were at that time

> considered as a subordinate and inferior class of beings . . . . altogether unfit to associate with the white race, either in social or political relations; and so far inferior, that they had no rights which the white man was bound to respect; and that the Negro [sic] might justly and lawfully be reduced to slavery for his benefit.

He further held unconstitutional the March 6, 1820 Act of Congress, the Missouri Compromise, which prohibited slavery in Minnesota as a part of the Louisiana Territory. Many think this judicial activism and interventionism of the Supreme Court helped precipitate the bloody Civil War.

After the Civil War, three amendments were adopted. The first was the thirteenth amendment which freed the slaves. It also confirmed and ratified the spirit of the Emancipation Proclamation. The fourteenth amendment, in its first section, reversed the Dred Scott case and said, in effect, that Blacks were citizens of the United States. It secured against state abridgement of the privileges and immunities of citizens of the United States and prohibited depriving any person of life, liberty, or property without due process of law or denying any person the equal protection of the laws. The fifteenth amendment declared and provided for the enforcement of the right of Blacks to vote.

Five civil rights acts were enacted to enforce these amendments. W. Maslow and J. B. Robinson, Civil Rights Legislation and the Fight for Equality, 1862-1952, 20 University of Chicago Law Review 363 (1953). The Civil Rights Act of 1866 gave Blacks the right to contract, sell, and own property and to testify in court against whites and others. In the words of the

Act, it provided, "All persons within the jurisdiction of the United States shall have the same right in every State and Territory . . . as is enjoyed by *white* [Emphasis added] citizens . . . ." 42 U.S.C. 1981. It also had a removal provision to permit federal courts to hear matters involving Blacks when they could not secure their rights in state courts.

The 1866 Act has had a spotty history from the perspective of Blacks and only received vitality in 1968 when the United States Supreme Court decided *Jones v. Alfred H. Mayer Co.*, 392 U.S. 409, which held that the current version of part of the Act, 42 U.S.C. 1982, prohibited whites from refusing to sell Blacks homes for the sole reason of their race. Relying upon *Mayer*, the Supreme Court decided in 1976 that another provision of that Act, 42 U.S.C. 1981, prohibited private schools that operated commercially and openly to the public from refusing to accept Black students. *Runyon v. McCrary*, 427 U.S. 160 (1976). However, the same year Justice Marshall, I think, mistakenly decided that it also protected white workers from differential discharge or treatment in relation to Blacks, *McDonald v. Santa Fe Trail Trans. Co.*, 427 U.S. 273 (1976), although the last phrase of 42 U.S.C. 1981, the current version of part of the 1866 Act, and Title VII of the 1964 Civil Rights Act, make his holding plausible.

The 1870 Civil Rights Act reenacted the 1866 Civil Rights Act and provided criminal penalties for deprivation of rights under the law. The Enforcement Act of 1870 was designed to enforce the rights of Blacks to vote and criminalized conspiracies designed to hinder the free exercise of constitutional and other rights of Blacks. The 1871 Civil Rights Act was called the Klu Klux Klan Act and was designed to protect Blacks against night riders and lynching. The above Acts were enforced vigorously during the early Reconstruction. Indeed, in 1873, there were 1271 criminal prosecutions in Southern federal courts under their criminal sections. However, by 1878 prosecutions had declined to 25, reflecting the changed mood in the nation, Congress, and the United States Supreme Court. E. L. Barrett, Jr., and W. Cohen, Constitutional Law: Cases and Materials, 1005 (7th ed. 1985).

The 1875 Civil Rights Act was a Public Accommodations Act, the last Civil Rights Act of the First Reconstruction, and held unconstitutional by the U.S. Supreme Court in 1883. Civil Rights Cases, 109 U.S. 3. Many people do not know or have forgotten and need to be reminded that the Supreme Court has not always been a friend of Blacks, as its ironical decision in the Civil Rights Cases indicated.

Justice Powell in the Bakke Case quite properly stated that the "one pervading purpose of the fourteenth amendment was `the freedom of the slave race, the security and firm establishment of that freedom, and the protection of the newly made freeman and citizens from the oppression of those who had formerly exercised dominion over him.´" Justice Powell continued, "The Equal Protection Clause, however, was `[v]irtually strangled in its infancy by post-Civil War judicial reactionism′.

The Civil Rights Cases, an example of judicial reactionism, was based upon the theory that Congress under the fourteenth and fifteenth amendments could only prohibit state action designed to deny the rights of Blacks. However, it has generally been recognized that badges and incidents of slavery, which the thirteenth amendment empowered Congress to remedy, could be corrected even when private individuals or actions were involved in perpetrating wrongs against Blacks. That was the theory of the Supreme Court in the Jones Alfred case referred to above.

Now, however, I am going to discuss a case that probably few constitutional lawyers or any other kind of lawyers know anything about. It is not in the constitutional law casebooks. The absence of this case from law textbooks further validates the need for Black scholars to teach and write books or articles about constitutional law. I taught constitutional law for many years before I found out about the case. I found out about it only when I read Loren Miller′s The Petitioners: The Story of the Supreme Court of the United States and the Negro (1966). The late Loren Miller was a Black judge in Los Angeles, California, during the 1960′s. The case is styled Blyew v. United States, 80 U.S. (13 Wall.) 581 (1871).

The Blyew Case reveals a strange and peculiar white consciousness which is still present today in subtle and subliminal forms. C. R. Lawrence III, The Id, the Ego, and Equal Protection: Reckoning With Unconscious Racism, 39 Stanford Law

Review 317 (1987). In Kentucky, two whites were standing around and said that you knew the Civil War didn't end right; these Blacks are getting uppity; it's only a question of time before we are going to have to fight this war again, and why don't we start it right now. These two whites went on a search-and-destroy-Blacks mission. The first Blacks they encountered were in a family consisting of a blind grandmother, husband, wife, and young children. They attacked four of them, beat them unmercifully cracking their skulls and practically decapitating them. The four ultimately died.

The 1866 Civil Rights Act had a removal provision to secure the rights of Blacks in federal courts. In Kentucky at that time, Blacks could not testify against whites and the witnesses to this murder were Black. Indeed, one of the four victims, in a dying declaration, identified the white defendants assailants. The matter was removed to a federal court and the two defendants were tried and convicted. The case was appealed to the United States Supreme Court which reversed the convictions on the grounds that the Act was designed to provide a federal tribunal for "all cases, civil and criminal, affecting persons who are denied or cannot enforce" those rights secured in the Act in local tribunals. The Court reasoned that dead victims could not be affected "persons" in the contemplation of the Act. Thus, if one of the victims had survived the brutal attack, he or she could have testified to being assaulted and battered. This is one of the first decisions of the United States Supreme Court dealing with the Reconstruction Civil Rights Acts. It is an embarrassment. Justice Bradley dissented saying that nonvictim living Black witnesses are certainly affected if whites can kill Blacks without any fear of being prosecuted. Blacks could not testify against whites in Kentucky state courts and a major point of the 1866 Civil Rights Acts was to remedy this kind of denial of rights.

I have spent a lot of time reading about the formation of our Constitution. I have reviewed virtually all of the Supreme Court decisions related to the enforcement of our rights during the Reconstruction. Current opinions, particularly those that seem to be going against us, display the same kind of ingenious and subtle casuistry for frustrating our interests, rights, and concerns.

The Court early stated that the Reconstruction Congress could only reach discrimination through state action, that is the state had to be doing something wrong for Congress to have the power to regulate it and for federal district attorneys to intervene. Therefore, indicting members of a lynch mob which killed two Blacks and interfered with their right to vote failed to constitute an offense under the 1870 Enforcement Act. United States v. Cruikshank, 92 U.S. 542 (1876). Congress can only enforce state created rights or remedy state deprivations, not private lynchings, thus, the Supreme Court invalidated the antilynching provisions of the 1871 Klu Klux Klan Act. United States v. Harris, 106 U.S. 629 (1883).

It has already been indicated that the so-called Civil Rights Cases, decided in 1883, held the 1875 Civil Rights Acts unconstitutional. That was the last piece of civil rights legislation until 1957. The Court said that Congress could not prohibit private discrimination in public accommodations. That is, if private individuals wanted to discriminate against Blacks in a hotel, a railroad, or in other public accommodations, it was up to the states to protect the Blacks because private action was not reached by the fourteenth amendment. Thus, the Public Accommodations Act of 1875 was held unconstitutional and it was not until the 1964 Civil Rights Act did public accommodations for Blacks receive protection again. The 1964 Act was upheld upon the grounds of the Commerce Clause of the original Constitution, U.S. Const. art. I, sec. 8. cl. 3. Heart of Atlanta Motel, Inc. v. United States, 379 U.S. 241 (1964); Katzenbach v. McClung, 379 U.S. 294 (1964).

There were other cases involving voting rights which strangled the rights of Blacks. However, Plessy v. Ferguson, 163 U.S. 537 (1896) needs treatment since the Supreme Court held in it that separate-but-equal public accommodations met the constitutional requirements of the Equal Protection Clause of the Fourteenth Amendment.

Plessy held that it was alright for a state to prohibit Blacks and whites from riding in trains together, although earlier the Supreme Court had held that a state law prohibiting segregation in public accommodations burdened interstate commerce.

Hall v. De Cuir, 95 U.S. 485 (1978). The Court reasoned that the state anti-segregation law was unconstitutional because it interfered with commerce. This was so because if in one state you could ride with whites and in the next state you could not, moving back and forth would put a burden upon or interfere with interstate commerce. Thus, when a state enacted a law trying to protect the civil rights of Blacks, the Court said that the state interfered with commerce. However, when Louisiana mandated separation, the Court said that was alright.

Mr. Justice Harlan wrote one of his famous dissenting opinions in Plessy, coining the phrase which has dominated civil rights rhetoric for over half a century. He wrote, "Our Constitution is color-blind . . ." More importantly and prophetically he continued:

> In my opinion, the judgment this day rendered will, in time, prove to be quite as pernicious as the decision made by this tribunal in the Dred Scott Case. [The] present decision, it may well be apprehended, will not only stimulate aggressions, more or less brutal and irritating, upon the admitted rights of colored citizens, but will encourage the belief that it is possible, by means of state enactments, to defeat the beneficent purposes which the people of the United States had in view when they adopted the recent amendments of the Constitution. [The] thin disguise of "equal" accommodations for passengers in railroad coaches will not mislead anyone, nor atone for the wrong this day done . . .

Ironically and paradoxically, this commendable, insightful, and prophetic opinion of Mr. Justice Harlan did not prevent him from writing the opinion of the Court which applied the separate-but-equal doctrine to education.

Cumming v. Richmond County School Board, 175 U.S. 528 (1899), involved closing a Black high school in Augusta, Georgia, because there was not enough money to maintain separate elementary and secondary educational institutions for both Blacks and whites. Mr. Justice Harlan wrote the opinion of the Court saying the separate-but-equal doctrine applied, which the litigants did not contest. He argued that just because there was not enough money to maintain the Black high school was no reason to close the white high school. That is what I mean by strangling Black rights, and the person who coined the phrase "color-blind Constitution" engaged in a "subtle and ingenious" analysis, rendering a decision against Blacks.

It is the above problem of "subtle and ingenious verbal criticism" or analysis resulting in decisions adverse to the interest of Blacks and their educational opportunities which has caused me to believe many, if not most, of these decisions turn on the extent to which decision-makers are sensitive to or identify with the interest of Blacks.

This is the way I put the matter when commenting upon Professor Phil Kurland's review regarding twenty-five years of problematical school desegregation litigation:

> In closing, I think that that the way you look at Brown, and Green, or Swann, or Bakke, depends largely I'm afraid, on the interests with which you are primarily concerned. This is not to say that everyone who disagrees with me is hostile to Blacks or bigoted. It is to say that they identify with different interests of Blacks, and the interest of Blacks is not very high on their agendas. I hope that twenty-five years from now we will not have,

> another symposium like this one in which a lecture can be made like Professor Kurland's that shows in some respects how little progress has been made, given the opportunities and possibilities available to us when the Brown decision came down. Law is the refinement of a human aspiration to be civil, decent, and humane. Is it asking too much of the Court to require this of the law, especially in the case of Blacks, to keep out of the "Shadow," to effect "the one pervading purpose" of the Reconstruction Amendments?

Tollett, Commentary: Disenchantment with the 'Egalitarian Revolution, at 428. This provides an opportunity to address the second part of my presentation about strangling Black rights, which may be characterized as the Second Reconstruction.

The Second Reconstruction

Now the second part of my presentation about the strangling of Black rights deals with affirmative action and, to some extent, Black colleges by telescoping up to Brown. See Tollett, Affirmative Action in Law Schools: The Declining Concern for the Interests of Blacks (1986) and Tollett, Black Colleges as Instruments of Affirmative Actionu (1982). Brown v. Board of Education, 347 U.S. 483 (1954), held that the separation of the races in public education was inherently unequal. It also initiated what Professor Phil Kurland called the "egalitarian revolution" and, to some extent, the Civil Rights Movement.

Rosa Parks, in December 1955, refused to move to the segregated section of a Montgomery, Alabama bus. Rev. Martin Luther King led the Montgomery Boycott and you know the story of the demonstration that culminated with the March on Selma, the March on Washington, the 1964 Civil Rights Act, the 1965 Voting Rights Act, and 1968 Fair Housing Act.

The Universalization of Rights

In the third book I am writing, I maintain that the rights of Blacks, or the Civil Rights Movement, were transmogrified into an universal rights movement. The transmogrification meant that a Movement that was initially designed to provide justice to Blacks, to keep the promises of the Reconstruction Amendments and Civil Rights Acts, has moved on to secure the rights of white women, Chicanos, Eskimos, the gays, the aged, the environment, and condor and the snail darter. Now when I say or write this, people get mad at me and ask, What are you doing? Are you trying to divide people?

I have written an article on equal educational opportunity in the Harvard Educational Review in which I state that equality is a concept that cannot be cabined. Tollett, "The Propriety of the Federal Role in Expanding Equal Educational Opportunity," 52 Harvard Educational Review 431 (1982). I will never say that only Blacks should experience equality. However, I have no reservations about saying that it seems to me that Blacks had something to do with the Civil War and the Reconstruction Amendments. Indeed, Mr. Justice Miller quite appropriately said in The Slaughter House Cases, 16 Wall. (83 U.S.) 36 (1873):

> We doubt very much whether any action of a State not directed by way of discrimination against the Negroes [sic] as a class, or on account of their race, will ever be held to come within the purview of this provision [the Equal Protection Clause]. It is so clearly a provision for the race and that emergency, that a strong case would be necessary for its application to any other . . . ."
>
> The one pervading purpose found in them all [Thirteenth, Fourteenth, and Fifteenth Amendments] . . . [was] the freedom of the slave race, the security and firm establishment of that freedom, and the protection of the newly-made freeman and citizen from the oppression of those who had formerly exercised unlimited dominion over him.

Therefore, although I do not deny the legitimacy of other movements and concerns, I unapologetically assert the Constitutional and existential rights, needs, and claims of Blacks.

What I said earlier about self-esteem and caring for ourselves explains the reluctance of many to recognize the constitutional basis of our claims. If you do not think that you are anybody, then you will not believe that the Constitution or the Civil Rights Acts are primarily concerned with you. Thus, I have no qualms about discussing ecophilism, (Environmental Rights Movement), feminism, (Women's Rights Movement), homophilism (Gay Rights Movement) and other Movements which have displaced Blacks. However, as a liberal and universalist, I would never write that others do not have claims. Nevertheless, Blacks have experienced two hundred years of slavery, one hundred years of discrimination and oppression and have had their rights strangled.

The Primacy of Black Needs and Claims

It seems to me that the Second Reconstruction should be completed before too much energy and resources are diverted to other groups. It is actually in the interest of most other groups in this Country to do justice and equity to Blacks. It does not make sense for Black males to be 5.2% of the general population and 45% of the prison population. Black women are three times more likely to die in giving birth than whites. Black infant mortality is twice the white rate. At a Conference on Retention, I do not need to write about the drop-out rate and the fact that we are losing ground throughout postsecondary education. Now, how are we going to change this without refocusing attention on the needs and aspirations of Blacks. One way to change the above melancholy statistics is to preserve, strengthen, and enhance traditionally and predominantly Black higher educational institutions. They are quintessentially self-help institutions.

Refocusing on Black Needs and Claims

I come from a part of the country where a lot of pride is taken by Blacks in their institutions.

Briefly I will say something about what it takes to get more Blacks into the sciences and it will obviously apply to higher education generally. It also fits into the underlying strangling theme of this paper, that is, Blacks must be treated with more dignity and respect; and Blacks must be less apologetic about their rights and interests. Although I have read some interesting monographs and literature on the factors that get minorities into scientific studies, I will discuss this topic personally. Recently, I discussed this with one of my three brothers. My oldest brother is a dentist, the next oldest is a surgeon with a Doctor of Science degree also, and the third whom I discussed this subject is two years older than I and is an industrial artist and an electrical technician engineer.

We reminisced about when were were growing up in Muskogee, Oklahoma, in the late 1930s and 1940s. We were not aware that Blacks had problems pursuing the sciences. All of us excelled in mathematics and performed above average in the natural sciences. I was very good at science. I am not too good at speaking and writing, but I am working on this. Moreover, a high percentage of our friends majored in the natural sciences while involved in athletics, and Dr. Ford will testify to this. All three of my brothers were involved in athletics and even I boxed a little. When I think about our household, and a group of young men and women who associated with us, I was reminded that many of them excelled in the sciences and it was expected that all Tolletts would excel in mathematics and the natural sciences. More importantly, there were a number of excellent teachers and instructors in the natural sciences and mathematics at Manual Training High School in Muskogee, Oklahoma, who had high expectations of all of us.

This leads me to the first point or recommendation about motivating minorities to pursue scientific studies in higher education. Those around minority children, especially teachers, parents, and members of the community, must expect them to pursue and excel in the sciences. The second point is that minority parents, teachers, and members of the community must do science. This is one of the reasons for special minority admissions program or affirmative action in higher education and the sciences.

Four other factors contribute to motivation and performance or success of minorities in pursuing sciences in higher education generally. To motivate, one must have high expectations and exemplify respect for the dignity and integrity of the minority students. This is another justification for affirmative action, although too many members of minority groups, who might exemplify this respect, have internalized the racism of our society. Members of a particular ethnic or racial group should respect each other more than nonmembers.

The next important factor is that teachers, parents, and members of our communities must believe minority members are educable and more specifically, can learn and do science. The third factor is that many persons in the environment should demonstrate an enthusiasm for knowledge, particularly scientific knowledge, or any other subject matter that you are trying to get students to learn. This relates to the role model factor.
Fourth, rarely is enthusiasm for something demonstrated better

than by doing and knowing something well. I've always believed that example is more powerful than precept. Thus, minority group members must be exposed to individuals who have an enthusiasm and excitement for knowledge and science and also possess knowledge.

At Manual, and Dr. Ford can testify to this, certainly all of us believed in our teachers and they cared about us. One of the reasons so many of us have been engaged in the struggle to vindicate Black rights is that we grew up in an environment in which we were somebody, although we were very much aware of the separate-but-equal-doctrine, aware of discrimination and oppression. We were treated with respect and dignity by our teachers and members of the community. Dr. Ford has a Ph.D., but she is not an exception. She is an exceptional person, but she will tell you that there are a lot of people from Muskogee who have Ph.D.'s, law degrees, and, even the ones who did not go on to college have self-respect, self-esteem, and all are operating successfully in a variety of professions, vocations, and enterprises.

Conclusion

I have given you history. What does that have to do with us today? Well, it has a lot to do with our plight today. If I wanted to I could give you legal principles that are historically rooted in Anglo-American jurisprudence, that one should not benefit at the expense of another in his or her wrongs. Much of what this country has is a product of slave labor, discrimination, and oppression. Since a principle of law called unjust enrichment requires the beneficiary or unjust enrichment to make restitution, Blacks are entitled to restitution because their needs, rights, and interests have been strangled. As indicated from the reference to the Cumming case, separate-but-equal was an unmitigated fraud, and we need to be reminded of the facts as well as the principles.

We do not want to do others harm. We want our rights vindicated. We want a fair chance and opportunity to be a part of the mainstream of this country. Our twelve to sixteen percent unemployment rate will not do it. The forty to fifty percent unemployment rate of Blacks in the ghetto will not do it. We want a fair chance and if we are given a fair chance, we can more effectively, creatively, and positively contribute to the welfare and good of this country.

We only ask that we not be denied a fair chance by subtle, clever, and ingenious verbal rhetoric that turns affirmative action into reverse discrimination, educational opportunity into test scores and hurdles, and a new beginning into a Second Post-Reconstruction.

NOTES

1. Incidentally, it amazes me that whites do not believe a Black scholar could know something about the formation of the federal government, its philosophical foundations, and the Convention that took place to adopt the Constitution. Much of this book will be based upon my 1958 Master's Dissertation. K. S. Tollett, "William Winslow Crosskey and the Constitution" (M.A. dissertation, University of Chicago, 1958). See also Tollett, "The Implicit Political Theory and Philosophical Presuppositions of William Winslow Crosskey's Politics and the Constitution" (AMINTAPHIL, October/November 1986).

2. This gives me an opportunity also to express my gratitude to President Frederick Humphries. Dr. Clinita Ford, and the other managers of this Conference. The tremendous courtesy and fine treatment I have received make me feel good. The courtesy and fine treatment make me want to give as good a speech as I can. Although I have never lacked an ego, I like to be treated nicely. Everyone likes to be treated nicely. Why do you think Blacks have had so much trouble in this country? We have been oppressed, discriminated against, lynched, and mistreated.

Why do middle-class or upper-class students seem to do better in school? One reason is that teachers treat them better than they do lower-class students. The better students are treated, the better they feel about themselves, and the better they perform. There are no substitutes for teachers who care about their students and when they display authentic concern for and commitment to poor, underprivileged students, they generally perform better also.

If one really believes in Black students and Black colleges, he will fight for them, and if one is courageous and knowledgeable enough, one may succeed as President Humphries succeeded in saving Tennessee State in that State's desegregation struggle. "That Tennessee State University survived the merger order intact is auspicious and a tribute to the dynamic, courageous and outstanding leadership of its president, Dr. Frederick Humphries." Tollett, Black Institution of Higher Learning 6 (1981).

3. "All persons within the jurisdiction of the United States. . . shall be subject to like punishment, pains, penalties, taxes, licenses, and reactions of every kind, and to no other."

It should be obvious given the Black Codes and oppression of Blacks or Freedmen that this provision was designed to insure that Blacks not be subjected to more onerous penalties or burdens than whites. The earlier phrase, supra, giving "all persons" "the same" rights "as is enjoyed by white citizens" obviously is making white rights the criteria for assessing and determining Black rights, such as making and enforcing contracts. In both instances, the rights and interests of Blacks are what the Act is seeking to secure, not the rights and interests of whites, which presumably need no special protection vis a vis Blacks. Ely, The Constitutionality of Reverse Racial Discrimination, 41 University of Chicago Law Review 723 (1974).

4. In reading opinions today, I see anew an ingenious, subtle, clever analysis and rhetoric which have had as their bottomline decisions against Blacks or at least creating problems for the protection of their interests. E.g., Bakke, (1978). Now the Warren Court was different, Tollett, Viability and Reliability of the U.S. Supreme Court as an Institution for Social Change and Progress Beneficial to Blacks, Part I, 2 The Black Law Journal 197 (1972), and received much criticism because it attempted to make good the promises of the Reconstruction Amendments and Civil Rights Acts.

5. United States v. Reese, 920 U.S. 214 (1876) (holding voting rights provision of 1870 Civil Rights Act unconstitutional because it was not limited to interfering with voting rights on account of race, color, or previous condition of servitude!).

6. Earlier, dissenting in the Civil Rights Cases of 1883, Mr. Justice Harlan could not "resist the conclusion that the substance and spirit of the recent Amendments of the Constitution have been scarified by a subtle and ingenious verbal criticism."

Dr. Charles Vert Willie
Professor of Education and Urban Studies, Harvard University

Assertive, articulate and persuasive, Dr. Charles Willie is a recognized scholar and activist. The commitment to his discipline, sociology, is matched by a willingness to employ extensive knowledge and skills in the struggle to overcome racist and sexist oppression.

"Mentoring Methodologies for Minorities"

First, I want all of you to know that you can be mentors whether you're Black, or white, male or female. All of you can be mentors, and minorities stand in need of mentors, if prayer.

Daniel Levinson in his book, The Seasons In A Man's Life talks a great deal about mentor relationships. Too often the term has been used in a narrow frame of reference and has referred to teacher-student relationships. Levinson states that the mentoring relationship is this, but more than this. Mentors not only teach and advise, they also sponsor. Mentors believe in their proteges. They share their proteges dreams, and experience with them pains and disappointments. Mentors give their blessings to those who turn to them for information, advice and support.

It is true that mentors may be sponsors concerned with the three R's, reading, writing and arithmetic. But the mentor also is one who fulfills the three S's: service to one's protege, sacrifice for one's protege, and suffering with one's protege. Mentoring does not involve a formal role, but concerns the with character of a many-sided relationship. Without mentors many would fail; even with mentors some fail. But, mentors help ease the pain when there is failure.

Levinson said, "it is extremely difficult for women to find mentors; moreover, minorities have difficulty finding others who are willing to sponsor them as mentors, particularly those in desegregated settings. Too few professionals are available who are willing to sacrifice personal gain and recognition for the benefit of others. In an age that emphasizes being number one, mentoring relationships are in short supply. Mentors provide a link of trust between individuals and institutions and nurture both until they can trust each other. Psychiatrist Edward Stainbrook has rendered a simple but yet profound idea, that in the end people can be helped only with people. This is where the mentoring relationship begins. The mentor is a source of support, a symbol of security, if you will, a suffering servant. Because the mentor is and does all this, a trusting relationship is the outcome.

Success comes to those who are sufficiently secure to risk failure. The mentor is one source of security that issues forth from a trusting relationship. The mentor is the first line of defense, whose belief in another enables the other to believe in oneself. So if you´re worried about the self-concept of individuals, it will come and it will grow if you believe in those about whom you are worried.

As I reflect upon my personal experience as a student, young teacher, and an administrator in predominantly white universities, I am reminded how difficult it was for minority persons in higher education to find mentors who were willing to suffer their success by providing the necessary securities so that the minority person may risk failures. Minority students, faculty and administrators on predominantly white college campuses feel as if they are forever on trial. Too few people believe in them, making it difficult for them to believe in themselves.

Back in 1949, when I was a young adult, I left Dallas, Texas where I was born, and went to Atlanta, GA. where I studied for the Bachelor and Master of Arts degrees. I then journeyed to Syracuse, New York, Syracuse University, which to a southern boy was a cold experience to enroll in a doctoral program concentrating in sociology. As fate would have it another student from Atlanta University had studied at Syracuse before I got there. On my admissions folder (and don't ask me how I read it, I was chairman of the department eventually) a faculty member of the admissions committee wrote "he looks like a good student, but I would advise caution; we already have had one student from that school who did not do so well." Eventually, I became chairman of the Department of Sociology at Syracuse University. Certainly the statement was not trust-inspiring; it was not calculated to cause me to believe in myself because others believed in me. Clearly this professor, at a predominantly white school, gave the impression that who I was and where I came from was more important than what I had done or where I was going.

Such a comment made me feel that I was on trial--not because of my own behavior but because of the behavior of another with whom I was affiliated, a graduate of the same predominately Black school. I was on trial because of who I was in racial terms and the predominately Black setting from which I had come, not because of what I had done, or because of my aspirations for the future.

A trial relationship is just that: a trial relationship. A trial relationship is fundamentally different from a trusting relationship. One is secure in a trusting relationship but fearful when one is on trial. Too many minorities on predominately white university campuses, are invited to come as if they were on trial. This was my introduction to Syracuse University.

Twenty-five years later when I left Syracuse to accept a professorship at Harvard, I had a similar experience. Who I was, was more important to some of my friends and colleagues, than what I had done. A white sociologist whom I thought was my friend said to me, after learning that I had been invited to teach at Harvard, "I wish I were Black." The implication was clear. My appointment, in the opinion of my friend, was more a function of my race than of my scholarly accomplishments. Such an assertion is not trust-building even if it comes from a friend. Another colleague, a white administrator at Syracuse, acknowledged my appointment by saying, "I don't know whether I should congratulate you or envy you." Again the message was clear that in his opinion he was more deserving than I of a

Harvard appointment. Otherwise why should he envy me. Envy is appropriate only in circumstances in which others obtain benefits that should have been one's own. What I am trying to say through these episodes of personal experience is that the cheering squad for minorities in predominately white colleges and universities is small and sometimes non-existent. Some of the same attitudes of doubt and distress about my ability that I experienced upon entering Syracuse University as a student, I heard expressed upon leaving that institution a quarter of a century later as a teacher and an administrator.

You may rightfully ask, how did I persevere? How did I overcome if mentors were hard to find? Well, I was blessed with mentors before I arrived at Syracuse. They gave me that trusting support which sustained me over the years and through the long cold winters of doubt and distrust. My English teacher, my sociology teacher, and even my college president at Morehouse, a predominately Black school in case you haven't heard, believed in me. Consequently, I was able to believe in myself, despite the evaluation of others in predominately white institutions. My mentors in Morehouse College supported and sustained me. I was sufficiently secure in their trust, that I was able to risk distrust in a new physical and spiritual environment. By examining how mentoring is performed on the campuses of minority-oriented institutions, one may obtain some understanding about how it could be performed on majority-oriented campuses.

During my freshman year at Morehouse, and this could happen at any school, my English teacher G. Lewis Chandler invited me to his home for supper. (Have you invited your student home for supper today?) Later he was critical of the first essay that I wrote but I could accept his criticism of my writing gracefully because he already had accepted me as a person. We had broken bread together. In the intimate environment of his home, a bond of trust had been secured. Had he not been concerned about what was good for me as a person, he would not have invited me to dinner. Having demonstrated his concern, I was better able to accept his criticism. He was less concerned with who I was or where I came from; he was more concerned with what I could do or could not do. On my first essay G. Lewis Chandler wrote "**NO! NO! NO!** You are not writing what you think." From that day forth, I have tried to say what I mean and mean what I say. I could learn from his instructions because I did not feel that I was on trial. As his dinner guest I had been accepted.

Thus from the black colleges experience I learned that breaking bread together is a trust-inducing situation contributing to feelings of acceptance. I would invite you to try breaking bread together with your students, those students with whom you wish to develop a trusting relationship.

My sociology teacher, Walter R. Chivers was a marvelous man. An inspiring lecturer, he was not. But he was a present help in time of trouble. He hired me on as his teaching assistant at Morehouse College so that I could earn sufficient funds to pay my room and board at Atlanta University. This action strained his departmental budget. Most professors at Morehouse did not have a teaching assistants and neither did my mentor until he realized that I needed a job so that I could begin my graduate studies. He convinced the president to fund an assistantship, and he convinced me to accept the position. To have a job created especially for one´s self is a vote of trust and confidence. This is what my mentor did for me. I was never on trial so far as Mr. Chivers was concerned. He always believed that I could make the grade even when I failed to do my best. My sociology mentor at Morehouse believed in me. He even sent me to Syracruse University by inviting the chairperson of that University´s Department of sociology to my undergraduate college campus to give a guest lecture, but in reality to arrange a meeting between that professor and his favorite student. Through such a meeting he thought the guest lecturer might be impressed and would sponsor his favorite student for a graduate scholarship. Usual both his cunning and his calculations were correct.

By the fall of 1949, I was on my way to Syracuse University with a university scholarship in my pocket. I don´t remember what the guest lecturer said when he came to Atlanta. All I know is that I got a scholarship. Because my Morehouse college teacher believed in me, I did not worry about the opinions that others had of me, especially the Syracuse faculty members on the admissions committee.

Twenty years after I graduated from Morehouse, another mentor, President Benjamin Mays, was about to retire. In 1967 he received an honorary degree from Harvard University. That year I was on leave from Syracuse University, lecturing in the Harvard Medical School. My mentor kept tabs on his students even after they finished undergraduate studies. (Do you know where your students are who studied with you twenty years ago? Benjamin Mays did.) Dr. Mays knew that my family and I were visiting in Cambridge. He requested that we be invited to the commencement exercise as honored guests. Although only a visiting lecturer, I attended the luncheon for the president and fellows of Harvard College, and those who received the honorary degrees. It was a cherished experience of sponsorship, two decades after I had left my undergraduate school. Yes, my college president also was my mentor. We kept in contact over the years. He was a continuous source of support in many ways.

These episodes from my Black college experience have taught me the meaning of mentoring and I have incorporated this meaning into my educational practices even at the institution where I am today. Some of my protege´s are in this audience. They are marvelous people because I keep my eye on them. I offer them my support and I let them know that I know they are somebody. Because I had these experiences from my mentors, I understand the importance of mentoring relationships, especially for minorities on predominately white college campuses. These experiences may be stated as principles.

Principle #1:

The mentor must first accept the mentee as himself before attempting to induce change in the mentee´s behavior. For example, that means if I speak Black English, you have to accept my Black English until I can learn how to speak Standard English you ridicule me, I won´t learn to speak it. It means if I speak Spanish, you have to accept my Spanish. If you accept me and my Spanish then I will learn to speak English. The mentor has to accept another before attempting to induce change in one´s behavior. (On many white college campuses, minorities are given a clear message that they must make themselves lovable so that they can be loved).

Principle #2:

The mentor must trust another if the other is ever to become trustworthy (On many white college campuses minorities are placed on trial and trust is withheld if in any way they are found wanting).

Principle #3:

The mentor must support another by sharing in the one´s suffering. There´s a cost to being a mentor. Which is a spirce of seciroty that enables people to succeed by risking failure. (Minorities on many white college campuses are told not to look for favors, not to look for special treatment but to steel themselves to go it alone). Trust, acceptance, and support are needed in the everyday experiences of minorities, as well as in those experienced of the majority. Recently, I completed a study of outstanding minority scholars, and I´m sorry that I didn't mention it to Dr. Clinita Ford so she could have that book on hand. It it published by the University Press of America under the title, Five Black Scholars. One of the scholars is historian John Hope Franklin, a graduate of Fisk University and former President of the United Chapters of Phi Beta Kappa. Franklin talked with me about the role of a mentor in shaping his academic career. During his second year at predominately black Fisk University, he studied with a young white professor who was born in Amesbury, Mass. This young professor, Theodore S. Courier, was a specialist in Latin American History. Franklin described his sophomore-year teacher as a person with great charm who became his mentor. Courier let Franklin know that he believed in him and advised him to attend Harvard upon graduation from Fisk. Franklin calls his mentor's course in U.S. History a great intellectual experience, one unlike any he had ever had before. After taking more courses with Courier, Franklin said he knew what a historian was and he wanted to be a historian. Graduating from Fisk, magna cum laude at the age of twenty years, Franklin applied to and was accepted for graduate study by Harvard University. Franklin's father was an Oklahoma lawyer whose law business had been crushed by the depression. His family wasn't able to finance graduate study.

When T. S. Courier heard of Franklin's problems, he urged Franklin to return to Nashville so that together they might find some solution. All along Courier had told John Hope Franklin, "Money will not keep you from going to Harvard." Unable to find a source of funding for Franklin's graduate study, Courier a young professor only thirty-three years of age, went to the bank and borrowed enough money to pay for Franklin's first year at Harvard. (Those of you who want to be good mentors, get your checkbooks ready!) Franklin has had a marvelous academic career, has been president of both the American Historical Association and the Southern Historical Association. He retired from the University of Chicago faculty where he was the chairperson of the history department for a period and in retirement has a tenured professorship at Duke University. Franklin is the executor of the estate of his mentor who died in 1979. He and his wife are setting up a scholarship at Fisk in Courier's honor. The Franklins are contributing to it and they will turn over the proceeds from the sale of Courier's estate to the fund.

Reminiscing about the relationship, John Hope Franklin said, "Courier was my closest friend; we started out in a student-teacher relationship but became very close friends." John Hope Franklin will always remember Courier's decisive statement, "Money will not keep you from going to Harvard," and it didn't because of Courier's belief in Franklin and his sacrificial actions to back up that belief. Essentially, I have described the marvelous making of a mentoring relationship.

Franklin's mentor at Fisk, a predominately Black college, was white. My mentors at Morehouse, also a predominately Black college, were Black. Thus, mentors may be of any color as long as they accept their proteges, trust them, support them and sustain them. Mentors not only accept trust and support; frequently they assume the role of intercessor, not speaking for their proteges but monitoring the institutions in which they are enrolled. Mentors insist that rules, regulations, and procedures are applied in a way that is fair, and that the full participation of their proteges in complex systems is not impeded in any way. This is especially a role that mentors for minorities or women must perform in predominately white or predominately male settings. I see the Air Force is present a this conference; think of some of the women in the Air Force Academy who may need mentors.

I'll share with you a few examples of the intercessory function from my experience at Syracuse University, where over a period of twenty-five years, I was a student, faculty member and an administrator. While sociology department chairperson, then later a vice president, the intercessory function of mentoring for minorities came my way.

In 1970, eight Black athletes were suspended from the Syracuse University football team. That was a momentous happening. The reason given for the suspension was their boycott of spring practice. That also is a momentous happening. The reason these young Black athletes refused to participate in spring practice, was the refusal of the athletic department, at that time, to hire one minority assistant coach to the nine or ten-person football coaching staff. The university had just installed a new president who had heard about the football dominance of Syracuse in the East, powered by such outstanding Black players as Jimmy Brown, Ernie Davis and Floyd Little. When the new president was told about the boycott and was informed of the Black athletes´ demands, he authorized the search for and employment of a minority person to serve on the coaching staff. The coaches said that they would hire a Black person, but they didn´t have the revenue. So the new president reached into his pocket came up with a fistful of money and said go find a Black coach. They found a Black person that the coaching staff liked and that the students liked and then fired the students for making them find the Black coach. So although the search successful and the coaches, as well as the players, liked the new staff person, the eight Black players who forced the issue and the appropriate action to resolve it were suspended as if the head coach needed a face-saving device. Their suspension of course was unfair, because other university officials had acknowledged the legitimacy of the black athletes´ request for an integrated coaching staff, and had authorized funds for the fulfillment of the request. The specific charge against the suspended athletes was that they had not apologized for breaching the team rule that requires spring practice, and had not assured the coach that they would conform to coaching orders in the future.

Well, this is what happened and where I came in as an intercessor. In the U.S. society, usually there is a trail of paper associated with the resolution of serious issues. Our athletes unfortunately didn't believe in writing.

The charges, the counter-charges and the consensus that may be reached are all recorded on paper as precedents that govern future actions. The coaches had recorded their charges of insubordination and violation of team discipline but the athletes' counter-charges and their proposal for resolving their suspended status had never been reduced to writing and shared with the coaching staff and the University's central administration. This is the point at which I and other minority administrators entered the picture as mentors to the minority athletes and as intercessors in the complex system of university administration.

I inquired of the suspended Black athletes if they wished to return to the team and play football during the fall semester that was just beginning. They assured me that they did. I then arranged to meet with them at the Black student center and help the athletes put into formal language what had been only vague charges of racism within the inter-collegiate athletic program. I then helped the Black athletes to identify their proposals for the resolution of the issue of suspension and the conditions under which they would be willing to return to the team.

I served both as an advisor to the athletes and as the scribe. As consensus emerged on a proposition, I wrote down and read back to the suspended players that to which they had agreed. I then helped them to think through the strategy of presentation. Essentially, the suspended Black athletes took two actions and they requested the university to take two actions. They detailed their charges of racism, and they promised to submit to the full authority of the coaching staff if their suspensions were lifted. They refused to apologize for boycotting spring practice because the basis for that boycott was legitimate, as demonstrated by the subsequent action of the University in hiring a minority person to the coaching staff. The head coach however wanted an apology. Then the Black athletes asked the central administration to do two things: (1) lift the suspensions and reinstate the eight Black athletes as full-fledge members of the football team, and (2) to launch a full scale study and investigation into the charges of racism in the athletic program. The study was for the purpose of providing a cooling-off period, both for the minority players and the majority members of the coaching staff. Studies do that, without any party to the controversity losing face. At least this is the way I explained the process to the Black students.

With the season underway and all players reinstated, the possibility existed that the twin issues of racism in the athletic program and insubordination on the part of players might evaporate and become mute, particularly if the Blacks ran a few touchdowns. I suggested that the document containing these charges and proposals for their resolutions be delivered not to the athletic director, which is where the Black players wanted to take it, but to the provost of the University. The unjust suspension and the charges of racism in my judgment had become issues that required action by central administration. That's how an advisor can help students.

As senior professor and department chairperson, I contacted the provost after the document had been submitted by the students, told him of my advisory role with the Black athletes and suggested an administrative response: That a promise be elicited from the Black student athletes to abide by the discipline of the team and to follow coaching orders in the future, that this promise be accepted as if it were an apology but that no former apology be required, and finally that the eight black athletes be fully reinstated as members of the varsity football team. I also suggested that a university-sponsored investigation should be launched to provide a cooling-off period with none able to claim victory or defeat until the investigation was completed and a report issued in the spring. The rationale for these actions was explained to the provost and I informed him that I was available to interpret the wisdom of the course of action proposed to others if he thought such a discussion would be helpful.

Before helping the eight Black athletes articulate their grievances and formulate their proposals for resolution, I had taken an earlier action. As the department chairperson, I served on the Executive Committee of the College of Arts and Sciences, the most powerful college in the University. At the first meeting of the Executive Committee after the suspension of the Black athletes had been announced publicly, I refused to let the meeting proceed with the usual business. I made a nuisance of myself, and frankly I looked quite foolish. But you must be prepared to be a fool if you're going to be helpful. I raised the matter in that forum with feeling rather than before an Athletic Board. I persisted in insisting that the College of Arts and Sciences in which most of the athletes matriculate ought to be concerned about the suspensions as a educational matter of injustice. You see I believe colleges and universities should teach us something about justice. My strategy was to get a redefinition of the issue as one that involved the total university rather than to let it continue only as an Athletic Board policy issue, pertaining to the authority of the coaching staff to discipline football players. Most members of the Executive Committee of the College of Arts and Sciences said that they had heard of the suspensions and considered them to be a minor matter that involved the Athletic Department only. But after witnessing how incensed and even enraged I was, one or two members of the Executive Committee and the Dean said that they began to rethink their position. I was cashing in my chips. In effect I was saying "If you love me, you've got to be concerned about me even when I'm enraged." And I let you know when I'm enraged."

After the black athletes had delivered their document to central administration, and after I had consulted with the provost, a great surprise lay in wait for me and the Black athletes the next day. Central administration followed my advice and launched the study that could provide a cooling-off period, but it refused to reinstate the Black athletes. This action was not only a disappointment to the Black student athletes it was totally unacceptable to me. It was clear evidence of the victim being punished for pointing out the racism that was pervasive in the University's athletic program. What enraged me is that the University took corrective action, diversifying its coaching staff and then punished the students who informed the University of the need to rid itself from the evil of racism.

I had to decide (and you may have to make a similar decision)-- I had to decide then and there whether I wanted to work for a university that acknowledged it was racist, took corrective steps but then punished the individuals--the victims--who brought to bare news. I therefore decided to go public and to suspend all private intercessory negotiations. I knew that one consequence of going public was that I probably would eventually resign, for the delicate bond of trust and loyalty between me and the institution would have been shattered. Because of the awesome consequences, both for me and the institution, of going public, I gave central administration one final chance to change its policy regarding suspension of the Black athletes. I prepared a news release that rang with rhetoric and had a cadence that was designed to get attention. It was no ponderous policy memorandum; my news release said that when Syracuse University refused to reinstate the suspended eight Black athletes, it decided to worship at the high altar of racism.

I called the office of the provost and told him that the act of central administration was unacceptable to me because it had only accepted part of my advice by launching the investigation into the charges of racism, but ignored the proposal for reinstating the players. I explained that if by chance the investigation vindicated the charges of the Black athletes, these athletes would have missed a whole season, that such an activity for graduating seniors would jeopardize their opportunity to play football professionally, and that under these conditions innocent vindicated players would have been unjustly punished. This course of action, I explained, was unworthy of a great academic institution and should not be tolerated. Then I sent a copy of my news release to the provost so he would know that I had written it, for his information. But, I wrote a note in the corner and told him that "I hope I may never have to issue this, but I want you to know what is coming down the pike". I told him that I was calling a news conference the next day if ongoing meetings of central administration did not reverse the policy of suspension and offer reinstatement. Near midnight I received a called from the University's public information officer stating that I could tear up my news release. The university had decided to reinstate the eight Black athletics. So ended the drama of an intercessory action that helped Black student athletes to survive on a predominately white college campus.

The action also contributed to my own survival. Two years later I was promoted to the rank of Vice President by the University President who was provost at the time of these negotiations. From this example emerges the idea that the mentoring function for the survival of minorities in majority-oriented institutions is not always a one-on-one relationship, but often is an intercessory relationship in behalf of a population mass.

The exemplor mentor who understood well the role of the intercessor was Benjamin Elijah Mays, president of Morehouse College during the period when Martin Luther King, Jr. was enrolled as a student. King called Mays his spiritual mentor. During the Montgomery bus boycott in the 1950's, when the city officials discovered that violence would not stop the protest or end the boycott lead by Martin Luther King, Jr., they resorted to mass arrests. Dr. King, who was in Nashville, knew that when he returned to Montgomery he too would probably be arrested. On his way to Alabama, Dr. King stopped over-night in Atlanta to visit with his family. Understandably his father was concerned about his son's safety and called a group of friends together to consult with him and his son regarding the wisdom of young Martin's immediate return to Montgomery. In his autobiography Benjamin Mays reports that Rev. King, Sr. stated his reason for calling the group together and expressed his conviction that his son not return to Montgomery right away. Martin Luther King, Jr. said, that he'd listened to the men attentively because they were his elders and their words commanded respect. After hearing them out, he told his advisors that it would be the height of cowardice to stay away from Montgomery when his friends and associates were being arrested,that the struggle had begun and that he could not turn back. After his response young Martin said silence fell up upon the room and his father began to cry. At that point Martin Luther King, Jr. said that Benjamin Mays, his mentor, began to defend and defend his position strongly. Later reflecting upon that meeting King's mentor, Benjamin Mays, said "I had to defend Martin Luther King, Jr.'s . position. Here was a man of deep integrity and firm conviction. How could he have decided otherwise than to return to Montgomery?" Mays also said that, He was glad that he had the wisdom to give King the moral support that King needed at that time. Mays concluded his reflections on that episode with a statement of admiration for his student. He said, "I have admired him ever since he entered Morehouse College as a freshman. Now my respect for him is mounted on wings." Here the mentor realized that his protege had to be free to become what he was to become. Mays' intercessory activity was effective. Martin Luther King, Jr. returned to Montgomery and as predicted, he was arrested. The remainder of this story has become a legend in our times.

When King was killed, his mentor gave the eulogy at his funeral. He described his protege as close and precious to him. Although fate had decreed that I eulogize him, Mays said, "I wish that it had been me that he was eulogizing for I am three score years and ten and Martin Luther King, Jr. is dead at 39." In that statement Benjamin Mays, the mentor, took upon himself King's suffering and sacrifice as if they were his own.

A mentor must be willing to suffer and sacrifice the redemption of his or her protege. To get close to another, as is required in any mentoring relationship, is to make oneself vulnerable and to sacrifice one's own safety and security to the vicissitudes of life that are visited upon another. Human communities are both finite and tragic, according to Houston Smith. There is way to redeem another from the inevitable tragedies in career development except through sacrifice for and suffering with another. T. S. Courier sacrificed for John Hope Franklin so that Franklin might enroll in Harvard and overcome. Benjamin Mays suffered the death of his student whose reckless courage earlier he had supported. Suffering with his student he helped to redeem him from fear, and supported the development of a life and career that has become a model for others.

Through suffering and sacrifice, the mentor helped the protege to recognize and realize that to race faster and faster for rewards that mean less and less is vanity; that the ultimate goal is service, not success; that the institutional requirement is adequacy not excellence; and the outcome of human service is satisfaction, not happiness.

Dr. Gerald L. Durley
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"The Challenge"

I would like to thank Dr. Clinita Ford for asking me to speak before this distinguished panel. I am also pleased to share with this occasion with you, the participants of this very timely conference. Over the years I've had the opportunity to visit, speak to, as well as coordinate many conferences. It particularly pleases me to see so many people present after 12:00 noon, on the last day of a conference. This does not always occur. It shows a certain sense of honesty, integrity and sincere commitment to what it is we are about. The age of planning is over folks.

After I came here on Sunday night, Bob and I simply observed on Monday and Tuesday. I watched people come and go and I watched people get excited about this Conference. It reminded me of a few years ago when I had the opportunity to live in Washington and a friend of mine said, "Jerry, would you come down and speak to my Men's Day service" and I said, "Well, yes." He told me the church was near the Pennsylvania border, but it wouldn't take me long to get there from Washington. I said, "Sure, I'll be glad to come." We finished service there in Arlington and I put my wife and children in the car and we got on the turnpike. We were running a little late so we were traveling at 55 mph, then 60 and on to 70. I thought, I've got to be on time because I do not believe in being late. When we arrived there, luckily, we were free of speeding tickets. We went into the church, which was full. Church buses were all over the streets, chicken bones were all out in the yard, and people with tambourines were laughing. I said, "Oh boy, this is going to be a hot day." I knew it was going to be the perfect occasion. Then the children's choir sang, and I sat. Then the ladies choir stood up and sang, while I sat. Then the men got stood up and sang. Finally, the last group sang and said how much they really enjoyed themselves, and everybody got up and started to leave. I was sitting there with my wife on one side and the minister on the other side, and I said to the minister, "Where are they all going....to get something to drink, to refresh themselves?" He said, "I don't know, why don't you get up and try to stop them." I said "This is your congregation." Finally, the minister said to his congregation, "Excuse me, we have a speaker who is getting ready to speak. Please wait a minute." Several people responded, "Yes, we'll be with you in a minute, Rev. Durley."

I looked up and six men started singing a song called, I'll Fly Away O Glory, I'll Fly Away. I sat and listened to the performance, and was inspired when they finished. Then the group left. When I looked out in the audience again, I saw my wife, my son, my daughter, the minister, an elderly lady in the back and a teenager. I hesitated and thought, if you're a professional speaker, it doesn't matter how many are in the audience, do the best that you can anyway. I started speaking and boy, did I preach. I received no amens. Sitting by my wife was my son who whispered, "momma, daddy is up there all by himself." I continued to speak and finally when it was over the minister thanked me and shook my hand. I saw a lady seated in the back who had stayed throughout my speech. I went to the back of the church and told her that I really appreciated her staying when everybody else had gone. She said, "I've got to clean the kitchen and my grandson is taking me home."

I really appreciate all of you staying today. I am awed and humbled to have been asked to speak to all of you, who are the experts in working with Black students in higher education. Awed, because I wondered what could I possibly say that you don't already know. All of us have had experiences where we've gotten students out of jail; where students have come in and talked to us about pregnancy; where they've shared with us the first time they experienced using drugs; where they've talked about their roommate and/or female problems; where they've talked about the negative attitudes of the financial aid officer; and have spoken derogatorily about the trifleness of the business officer. We've heard all these stories and we've felt the cries from the counselors. I wondered what I could say to all of you wonderful conference participants who have, in some way or another, shared great ideas about retention. These same ideas have worked on white campuses, Black campuses, and on the streets throughout various localities.

I felt that I needed to talk about something relevant to the Conference, and whenever you have to talk about something it's always best to ask people that you trust. I asked a good friend of mine and of Dr. Ford's, Dr. Elias Blake. I said, "Elias, what should I talk about?" Elias said, "Jerry, why don't you talk about the commitment of Black people, the re-establishing of ourselves and moving ahead." I took that wise counsel. Dr. Humphries is also a good friend. I said, "Fred, what should I talk about?" He said, "We need to look at more research predictors so that we can have some indices as to what will occur and how to find a young person who is about to drop out." I then asked Dr. Ford, "What should I talk about?" She said, "Why don't you talk about the ability to network, to come together and not try to be the big `I' and the little `you', so that we can work collectively together for the students." I thought, now I have three good pieces of advice. So I turned to Melvin Smith, just before I got up, and I said, "Melvin," Mr. Genius, to my left, "What should I talk about?" Melvin said, "Well, Gerry talk about 15 minutes and sit down." So, I am going to honor my good friend's wishes.

I am humbled, because at last we are recognizing that we as educators, and educators who are Black, can no longer expect other groups or laws to get us and keep us in the mainstream of society. I am encouraged, because your presence at this Conference indicates your interest to get more actively involved. If any of you came to Atlanta merely to visit and get off the campus for a few days, or if any of you came to try a new dish at one of Atlanta's fine restaurants, then I and the students we all serve are disappointed with your intentions. We wish that you had used the money more prudently and donated it to your local charity. It would have accomplished much more. The age of piecemeal programs, and start and stop tutorial initiatives where staff sit in offices and wait for students to come and seek them out, is long gone. The greatest tragedy facing us in the Black college community, and possibly at the predominantly white colleges, is the illusion which we have created. I am frightened by the fact that we continue to believe and perpetuate the illusion over and over. This illusion is that Black students will automatically stay at our colleges and accept the neglect and verbal abuse from us because we are Black.

Further, we think our Black students will stay in predominantly white colleges merely because they want to mingle with whites and be at those colleges. We have created that illusion and continue to believe it to be a fact. Our actions unfortunately do not indicate that we have the students' best interests at heart. The students are not convinced of our intentions and are telling their parents, "momma and daddy, things have changed....where is the warm and loving lady you said would be in the cafeteria, that would take me by the hand and talk with me?" Students ask, "where is the person in the dormitory that you said would stay up all night with me or the mentors that Dr. Willie talked about?" Students cry out, "momma, I am on this campus and I don't want to stay....they don't treat me the way that I feel I should be treated."

Things have changed on our campuses. I realize that change is inevitable. However, what has the change has brought in terms of giving our students the best possible education? Second, has the change helped to establish the best personal and professional support systems to insure that students stay in school? I am firmly convinced and will forever attest to the fact that Black people seldom leave any place we perceive as being good, fair, and beneficial to ourselves. We don't leave.

For the past three days of this Conference we have been addressing the crucial concerns of attrition. We have looked at the causes of attrition and the devastation on our students, and on our institutions. We have been caucusing on ways to combat this insidious disease of "dropping out" which is literally destroying the core of a once proud and royal people. Dr. Ford, retention is like the weather, everyone talks about it, but no one has been willing to accept the responsibility for what's happening, until now. I regret to report that right now, in 1986, there is a defeatist attitude which I perceive to be developing among ourselves and our students. Black people, as a race of people, are rapidly becoming the forgotten minority. As we look around our communities, as we listen to the talk on the as I travel through the Fair Street Bottom section in and around the Atlanta University Center Complex, I see the industrious nature of the Korean business people. Momma-son and papa-son are buying up Seven Eleven, purchasing convenience stores, and working collectively together. Then I look at our students sitting back condemning them, knocking them, and talking about the material wealth which they brought over on the boat. Our students also believe that what the Koreans didn't bring over on the boat the U.S. gave o them. Yet our students won't walk into a classroom to secure the knowledge so that they can start to own some of those mom and pop stores. They would prefer to place the blame on somebody else. I see that insidious "blaming disease" continuing.

I see the Hispanic community beginning to collectively work together. At Florida International University they have a newly elected Hispanic president, and the state just elected a Hispanic governor. One looks at Texas or at California and you see the Hispanic political organizations beginning to come together because there is something that they know they need, which is an understanding of the political system. The Korean community understands the economical milieu of the country. The Asian community is studying advanced technology, engineering, science and computers, while our students are continuing to look around and say "this ain't for me, and if I don't like it I'll drop out." I see white Americans again beginning to reclaim their position in education. White Americans have gone through the

70's and experienced the liberal attitudes; they've gone through the 60's with the love children; and, now they're beginning to ask the following hard line questions: How do we correct what has happened to our youth? How do we get into certification? How do we get into competency? Unfortunately, Blacks are sitting around asking, what's going on here? Koreans, Hispanics, Asians, whites, everybody is doing something. We as a people are beginning to question where we actually fit into the political, economical, the educational pecking order. What we find developing among ourselves is a middle class and a forgotten class, and this is more devastating than anything that I see.

Middle-class parents who don't want their children to go through what they went through. I never want my son and my daughter to ever pick as much cotton as I picked in California. I don't want them to have to cut the grapes of Modesto, of Stockton, and other places in California. I don't want them to have to face the kind of discrimination I faced in Nashville, Tennessee in 1959 and 1960 in segregated conditions but, we've got middle-class Black people who have gotten so sophisticated that they're spoiling their kids nowadays. They lavish on them jeans with all kinds of funny names across the back. They wet their appetites for transportation with BMW's or a Mercedes and then they throw Reebok shoes on their feet. I look at that tax-dodging jailbird, who has been sophisticated enough to put a neon sign across our young peoples' chest that reads "Gucci". They don't even know who Gucci is, yet they are his greatest admirers.

In search for an identity we find our young people looking for the " whoness", the double identity that W.E.B. DuBois talked about in the Souls of Black Folks; "one small Black body warring between `who I am´ and `what I want to be.´" Consequently, they get the feeling that they need to escape from this pressure, to get away, yet they are forced to move ahead. So what do they do? They try all kinds of hair styles. They shave their heads, they cut it to the back, then they stick a tail on the back. Later, they spray it with orange and green paint, all colors of the rainbow trying to find some kind of identity, trying to define that "whoness." Finally, when they get the physical countenance together, they begin to work on the inside by looking at 20 hours of Dynasty, and Dallas, Knot´s Landing, Miami Vice, L.A. Law. After these viewing hours they finally take the desert. They suck up a video that is continuously showing some maniac disappearing and coming back singing a love song while he´s killing his best friend. We wonder why, with all of these things transpiring, that students today drop out. They are dropping out on life while they are looking for ways to live. It´s comical, but it is real. Our students today must attempt to live in a fleeting, oftentimes unstable world with a consistently changing environment that rewards quitting, that compensates giving up and that applauds getting out. We, in this conference, simply call it dropping out.

Our students, as they look at the broader spectrum of society, see dropping out every day. They see people, from four to seven in the afternoon, dropping in for a happy hour so they can drop out when they get home. They see people running around involved with mind-altering drugs and pills who are supposed to be sophisticated people dropping out every day and letting their minds be blown. We see our young people looking at marriages that have lasted for twenty to thirty years, but now can't make it. The parents and grandparents are dropping out, divorcing. Students are bombarded with frustrated misfits, failed dreams of status seekers who can't take it, so they too drop out. That's what our young people are seeing today and then when people begin to drop out, somebody pats them on the back, and says, "Would you like to go to a stress workshop, you look burned out." If you're not burned out, then you're stressed out.

We see parents who are abdicating their responsibility and sending their children to counselors to try to get their children to stay in school, but the parents have already dropped out by not putting in time with their children. They call it "quality time." What happened to the Black Americans in Black colleges and other colleges who worked with our students and made them understand that they could, that they must, and they will go beyond merely surviving. I never talk about survival, because my mere presence here today proves that I have survived. I talk about succeeding. When I talk to young Black males I say, "never call yourself an endangered species." I ask them if I look endangered? I tell them to never let anybody define your endangerment. You are not endangered until you see yourself as being endangered. No television commercial can say that.

When I went to Tennessee State, dropping out was not an option. When most of us went to school, even if we thought about dropping out our minds would reject the thought. I didn´t have an option. I had those role models that Dr. Willie talked about last evening. I am the oldest of eight and my father never has, and still doesn´t make over $10,000 a year. I slept on a rollaway bed with two other siblings. I was so glad when I finally became old enough to be able to move from the rollaway bed to sleeping on the couch. When I got to Tennessee State, I was thankful that I met a man named Johnny McLendon, who said, "I want to see you." He looked at me and said, "there´s something about you that´s different from other young men." I said, "yeah coach" then looked at everybody around me. Now I came from Denver, Colorado and had one suit that was a hopsack suit, not the kind that you wear in September in Nashville, Tennessee. It was hot and I wasn´t used to that kind of ribbing and joking. I had to work hard most of my life. So when I arrived at Tennessee State, I had an experience I´ll never forget. I had on my new hopsack suit from Wilson´s Limited, of Denver, Colorado, which cost $59.50, and as I walked across the campus some students came up to me. One guy said, "Excuse me brother, can I get a light?" Then he put his cigarette to my new suit. I thought that they were flattering me because it was a nice suit. I said, "Ah no, I don´t smoke and I don´t have a match." "No, don´t worry" they said, "this suit is so hot that will fire this cigarette up."

They all laughed at me. I went back to the room and told my roommate the people down here must really like me and they are all coming up around me. He said, "Fool, they were making fun of you." I asked, "Making fun of me?" He said, "Yeah, you can´t wear that hot stuff down here, you wait until after Labor Day and then wear those clothes....wear your fall wardrobe after that... then wear your winter stuff." I was on a Black college campus and I had my "one" stuff. I didn´t know later that everybody had their "one" stuff, nobody had all those wardrobes. So I went to the coach, and said, "Hey, I am dropping out....I can´t stay here....three of us are in a room....I am the shortest at 6´5", one roommate is 6´9", the other 6´8", and all of us are on a bunk bed." I said, "This is too much ... I came from a large family, but they weren´t this big in my family." Coach said, "Don´t worry about it Durley, why don´t you stay." Then he asked, "What´s the real problem?" I said, "Coach I don´t want to play ball here." Dick Barnett was on one side. Porter Merriweather and others were also present. The team came up to me and said, "Yeah man, you ought to quit, you ought to go on home." They had heard that I was All-State in Colorado, where I averaged 22 points a game. They kept encouraging me to leave school, and Coach Johnny Mac again asked what was the problem. I said, "Coach, they laughed at me coming out of the cafeteria." I felt so angered that I cried while telling the incident to Coach. He said, "What do you need?" I said, "I don´t have a fall wardrobe, Coach." He said, "Don´t worry about that Durley ... take this money and go down to Friedman's Pawn Shop ... and buy yourself a seersucker jacket....Wear the jacket with the dark pants from your suit."

So I took the $12, went down to Friedman's, got a seersucker jacket and couldn't wait for Sunday to come. I was going to be one of the accepted people on campus. I had forgotten all about dropping out. I was going to be accepted. They weren't going to put a cigarette to Gerry Durley's suit. I walked out of the cafeteria waiting for comments. We called this area "The Wall" at that time. I came out and they said, "Ooh, leave him alone hawk, get off his back hawk!" I said, "What is this ... I am confused." One of the students said, "Man, don't you realize that your suit is too thin ... don't you realize how cool it is out here, you're wearing a summer jacket and it's fall."

I went back to Johnny Mac. I said, "Coach, I am dropping out." He said, "You've got your fall wardrobe." I said, "Yeah, but this is a summer jacket." He said, "Let me explain something to you and never forget this as long as you live." I share this with my students today. He said, "Stick up your hands; between your thumb and your finger there's only a hand span ... there's also only a hand span between a pat on the back and a kick in the behind." Coach went on to say "a lot of people who are patting you on the back get confused as to whether they're patting you or kicking you." "Always remember that there is a hand span there, and just look at them and understand who you are and what you believe in ... never allow circumstances or things to change that and make you want to drop out and just be consistent in your behavior," Coach concluded. He convinced me to stay at Tennessee State and graduate from Tennessee State. I was very fortunate.

After graduation from Tennessee State, I went back home. Some of you might have an uncle in your life, another role model, not like the examples Dr. Willie talked about. I have an uncle, Sam Durley, my father's youngest brother. Sam, as I stand and talk to you this morning, is drunk. I believe that he got up this morning and took a big drink and has been lying around some place all day. But when I graduated from Tennessee State, I'll never forget what happened. I went back to Wichita, Kansas feeling a sense of pride that I did not exercise my option of dropping out. When I went back home I have never forgotten what my uncle said. When I begin to look back over my life for mentors, I don't necessarily look at those with Ph.D's and M.A.'s. I also look at an uncle who came up to me and said, "Gerry, boy you done finished high school ... you got out of high school, boy ... come here, let me do something for you." I said, "Uncle Sam, how are you doing?" He said, "Come with me, I want you to meet my friends." Sam was always a kind person but he had experienced many tragedies in his life. Sometimes we forget that as mentors we share information and we have no idea as to how it's perceived by others. Sam took me down to the pool hall on Murdock Street. When we entered, Sam said, "Hey everybody, this is my nephew and he just finished high school." I had actually graduated from college, participated in the Civil Rights Movement, but I was a high school graduate to Uncle Sam. He said, "He is such a good young man, I want the bartender and everybody in here to buy him a drink ... line the bar up." They went through and placed about ten or eleven draft beers on the bar. My uncle looked at me and said, "Now let me teach you your first lesson before you go to college....Don't be a drunk like your uncle, let me drink all this stuff instead of you."

My uncle taught me a lesson in his own way. He was saying don't be like me; I've had some problems but you've got a brighter future, you can go on and strive for the stars. Talking to a group of young people the other day, I mentioned that there used to be a language among Black people. It was a strong language, but now it has become a foreign language. Unless you continue to use a foreign language you forget it. Some of the words we spoke eloquently everyday were decency, respect, truth, honesty, integrity, hard work, perseverance, being the best, and determination. These words were commonly stated in Black college communities and by Black role models. They communicated to Black students that "you must be better." These words were the foundational stones upon which our character was built. This form of communication was essential in keeping us in school.

All that we've learned here this week must be systematically fed back into our taproot of stability, a value system that doesn't shift after every television commercial, but challenges individuals to be responsible to others, even when you don't particularly like the other person. Our youth today are not dropping out of college. Many are dropping out of life, and their level of excitement and creativity has been reduced to a "moon walk" and "a rap song" in many instances. It is significant for me to talk today about retention. The first and foremost reason to discuss retention is to increase the students' chances for having a productive life in a society that is still not just. The second reason is because we simply care. Simple, nothing big, no dissertation on it, we owe it to the students because we care. From a purely selfish point of view, we need to keep students on our campuses. Salaries, research grants, equipment, facilities, appropriations are all stabilized when we retain students. It's more affective to retain students than it is to recruit students. When we recruit only the freshman class is affected, but when we retain students the entire university is affected. Sandy Alexander, in his book on dropping out, looked at 358 institutions and surveyed forty-one thousand students. He said a dropout is one who quits school with no intention of returning. A stopout is one that interrupts his or her education; however, a persister might take a course here or there, but stays in school. We need to look at those who leave voluntarily and determine why. I spent almost a year with a man named Dr. Terry from California State-Hayward, who came here to the Atlanta University Center last year to answer some questions. Why did 712 Black students leave the University of California System? Why did the better Black students leave and come south to Atlanta University? He's writing his book now. As he interviewed the students he heard them saying, "We are trying to find something that's real, something that's stable....We are a minority in a minority in California." When students begin to leave, we need to ask questions. We need to look at the students who are forced to leave because of grades and we need to look at the students who are forced to leave because of disciplinary reasons. I have found that some of the better students on our campuses are those with disciplinary problems, who sometimes can't keep their mouths shut. Students who are always raising questions and who challenge teachers are sometimes the brighter students. I remember when I was in school. They didn't call me a nuisance. They called me meddlesome and they kept me in kindergarten for two years, because I asked questions even then. I didn't take a nap when it was the appropriate time to take a nap. I didn't want to eat a graham cracker and drink milk when everybody else did. They referred to me as Educationally Mentally Retarded (EMR). My momma said I was just bad.

Let's look at the reasons that some of the better students are dropping out or finding it difficult to stay in school. Some of those students need to learn how to rechannel their creative energy. There were several reasons that the students in Alexander's study gave for dropping out. The first and foremost reason was not financial. Most of these students said it was boredom with classes. Boredom with classes, and I can understand why some of the students say that. Some of our academic programs fail to capture their interest. Those of us in this room should return with what we have learned during this Conference and challenge a professor to be a little more exciting in his/her lecture. Encourage them to appear a little more enthusiastic about their teaching. There is nothing that begets enthusiasm like enthusiasm; when you believe in it and it exudes through every pore. Students begin to pick up on enthusiasm and soon everybody will be saying this is an exciting place to be. Look excited whenever you address students. I´ll never forget when I addressed a Muslim Mosque, in Washington D.C., I entered walking in my usual way, kind of looking around. "Boy", I said, "this is different group." Everybody was saying, "Hello brother, hello sister, have a seat there." Everybody was moving fast and enthusiastic. Before the imam was ready to get up, I found that I was caught up and began moving fast too. You see, enthusiasm is contagious. On some of our campuses our courses are boring. You don´t like boredom and neither do our students. The number one cause in the increase of the drop out rate is boredom.

We need get enthusiastic about what we learned at this Conference and not let the ideas remain as notes in a green packet. Return home and talk about what others are doing in Atlanta, New Jersey, Alabama, Mississippi, etc. Insist that others listen to what you have to say. Tell them that what you have to say will make a difference and the difference will pay their salary in the long run. This will get their attention.

The next cause for increased dropouts is financial difficulty. There is a need to conduct workshops for financial aid and business office personnel. Students have strong opinions on the negative attitudes of the personnel in business and financial aid offices. We need to look at some of these attitudes, but we're afraid because we get butchered sometimes when we go into these offices. There needs to be some common ground because young people are walking out and sometimes they have justifiable cases. We must understand that sometimes we have spoiled "Sesame Street" students on our campuses. They are used to watching Sesame Street where everything happens fast. When actions are not fast, they are ready to leave. I'm not saying that we have to acquiesce and become the carpet that they walk on, but certainly we must understand the feelings that they express to us. Many of these students had the latest of everything at very early ages. But they can't always get quick individual attention when they come to college and we've got to help them adjust to this fact. Let them know that there are no free lunches, and just because they are qualified to enter does not mean everyone is going to assure their success and give them something. There are no free lunches. Everybody pays for something.

The third cause of dropping out is marriage, pregnancy, and family responsibilities. I know a young lady who is eighteen years old and expecting a baby in November. I told her she must have come to college pregnant. She said, "Yes, I did." I asked her if she knew when she became pregnant. She was not sure. I asked her if she knew who the father was. She indicated that the father was a tenth grader back home. I said, "The tenth grade!" She said, "Yeah, my aunt told me that there was a shortage of Black men and that I'd better go with a younger man." I looked at her and listened to what she had to say. I'm sure that there are many more war stories like this. But my role at that time, while thinking about the dropout situation and thinking about a young lady that is facing a life of fear and apprehension, was to say let's sit down and talk about it. I told her, "I wish that I could talk now, but I've got to speak at a conference ... I'll be back by 3:00 p.m., wait for me." We must look at the increased number of pregnant students entering our colleges and begin to invest our time in those students. We must let them know that there are options for all students on our campuses. We all want options.

Dissatisfaction with requirements and regulations is a fourth reason that students leave. We need to assist them with understanding that rules are very important. I was one that broke many rules, and I fought against some rules when I was president of student council at Tennessee State. My senior year I lost my scholarship, but I didn't understand why the loss occurred. We need to teach the students so that they can understand that certain procedures follow in an orderly manner. At Clark college we started a dress code, required evening study sessions, and required all freshman ladies to be in the dormitories by 11:30 p.m. The first time these ideas went into effect people said they were something new. These restrictions are nothing new. Young people are looking for love, discipline, and respect. They will not drop out when these things are present. They will leave when they feel there is no respect for them or no discipline exists. I'm not talking about hand-spanking discipline. I'm referring to discipline that says "I love you" and "I want you to succeed."

A sixth reason for dropping out is a change in career goals. Institutions must explore career options with students early during the advisement process. Students must be regarded as clients. There must be an in-depth exploration of future options. Think creatively with them about where they can go. For example, when looking at the medical profession, don't just look at the possibility of becoming a medical doctor. Maybe they want to be an optometrist or investigate other options in the medical field.

A seventh reason for students leaving early is to accept what is considered a "good job" offer. Professional educators should discuss the pros and cons of their leaving or staying and future prospects. Try giving them names of alumni to talk to.

An eighth reason for students dropping out is due to illness and accidents. It would be helpful to send a .50 cent Hallmark Card to a student who is ill or has had an accident. You'd be surprised at what a card can do. This card could ultimately bring in thousands of dollars of tuition by keeping the student, who received the card, in school. If you had no idea they were ill, but they were missing class, find out the reason and send a card. All of us have been down at one time or another in our lives and just a phone call, a card, a letter, a smile, or a handshake got us up and kept up in the race. This positive recognition is what students need and it may sustain them for some time from dropping out.

The last reason for dropping out is discipline. We had traditionally thought that reasons related to discipline problems would be at the top of list. But disciplinary reasons, according to Astin, are not at the top but last on the list. Some of the predictors associated with drop out proneness are academic background, high school GPA, rank in the high school graduating class, and academic ability in terms of the admissions to colleges. The family background has something to do with dropping out. Religion has a strong influence and is a major support system for those who don´t drop out. Students that have some kind of feeling as to who God is and who they are related to can sustain themselves when they feel like quitting. The type of hometown may also be influential. These are all variables that one can look at in terms of predictors. Many faculty and staff have become so detached from students, that we have forgotten that some of these students are still, in 1986, first-generation college students. We must remember this is their first time away from home. Some of them have grown up in a completely different racial climate. As a student said to me the other day, "Why do you keep saying because I´m Black I´ve got to be better?" She said I sounded like a racist. I said, "I´m not a racist." She said, "You´re a racist....I went to school in Winston-Salem and the school was integrated, but you're still talking about being better than whites." I told her "you've got to be better, you've got to work harder." We went back and forth, but its important to assist students in understanding that people are no longer hiring because you've got a dashiki, or have grown an afro. We must share this with our students.

Some of us, because we've taken more than three airplane trips and can stay in the Marriott Motel, have forgotten what it is like to be deprived. We have become so sophisticated and miseducated that it's a shame to even hear how some of us talk to our own colleagues. It simply disgusts me when I go up to a person, ask them to assist me and tell them "I have a young man down in jail for DUI." They may respond, "Man ain't nobody told him to go get drunk; let him stay there, I've got to go pickup somebody". It's our responsibility to be of assistance to students. You don't know how high that young man or that young lady will go in life once you believe in them and take the time to care.

How many of you remember when your grandmamma said, "Hey, I haven't got enough money, but you go to that college and I'll find something, we'll send you something." My Aunt Myrtle used to send $5.00 every month to Tennessee State and I would open that letter and she would send a note saying, "Gerry, buy some deodorant, some toothpaste, get yourself a little piece of candy and save the rest." She believed in me and her belief helped me to make it. Remember a Reverend Jackson at your church who said, "God will provide, just go and be your best." What about Professor Washington at your high school who said," I haven´t been educated so long and reached so high that I have forgotten ... son, you just need a little talking to right now....Come on over here and sit down." And just a little "talking to" would get you over. Sometimes we have low expectations of students. A man named Howdy Green in the city of Nashville, Tennessee helped me when I came to Tennessee State. I was a "bad" ball player and a singer. My goal was to sing second tenor in some rock group, to simply hit that note and have everybody scream. When I arrived, I walked into the gym with my hat on the first day. Coach Howdy Green stood there looking at me. He said, "Mister take your hat off." I said, "My name is Durley." He continued, "Mister take your hat off in Kean´s little hall. I said, "This is my hat and I scored 22 points per game, I´m from Colorado." "Mister ," he said, and he slapped my hat off catching me off-guard. This little stubby man with a cigar had actually knocked Gerry Durley´s hat off. So, I reached down and picked up the hat and put it back on my head. He said, "Mister take the hat off in this gym." I said, "This is my hat, Coach." He slapped it off again. By this time I was hot. I was ready to drop out, ready to quit . I wasn´t going to hit him because I was only 160 pounds and he was a coach. I put the hat back on. He said, "Now let me tell you something young man....I don´t know who you are or where you came from, but the next time my hand is not going to hit the hat but two inches lower....You won´t be able to pickup your head off the floor." When I got married 19 years ago, Coach Green was the man sitting to my left and he has become one of the closest friends.

What can we do, programmatically, to prevent dropping out? First, and foremost we must decide that we are committed to have success in spite of the frustrations, and committed to the tedious task of trying to motivate students. We must continue to talk to students who act like they don´t want to hear anything, don´t want to do anything. We must be prepared to be the student advocate and work to inspire students to be enthusiastic. I talked to a young man yesterday. I asked, "Tony, you having trouble with your mid-terms?" He said, "Yes, I am." I asked, "What kind of exams did you have....Were they essay exams?" He said, "No Doc, I didn´t have an essay exam....just had one where I had to write out the answers." He was very courteous, but he needed help. I had to say Tony this is an essay exam when you write it out. We can´t laugh at them. Sometimes it does become comical. It can be funny, but it is also sad and we have to be the catalytic agents of change.

Convince yourself and others that every person you come in contact with is (emphasis added) a successful honor student. When a cadet walks onto the campus of the Air Force Academy, from the first day of his first year everybody looks at him as if he were an officer. The persons on the building and ground crews look at the new cadet and say to themselves "there goes an officer." When he enters the cafeteria people say "there goes an officer." When he goes into his bedroom, others say "there's an officer." Everybody responds to that cadet as if he were an officer; and soon the cadet begins to see himself or herself as an officer.

Everybody who comes on our campus, whether it's to the business office, president's office, or the dean's office, must be made to feel important. The faculty must see all students as honor students. He or she may not be blossoming yet, but say and believe that "there goes an honor student." Soon students will begin to see themselves as honor students and the campus atmosphere will be improved.

Set up a file on students using retention predictors and include gpa's. Then provide tutoring, programmed instruction and seminars. We know that students who stay in school are those who are involved. Students should be encouraged to demonstrate what Brenda Davenport talked about: social responsibility, getting involved in the SGA, and other kinds of meaningful programs. In addition, students perform better if they stay on campus their first year, and work no more than 20 hours a week. We have students working 80 and 90 hours a week. I don't know how they are able to succeed in school. We must insist on students getting a good grounding their first year. Co-op programs are extremely effective. Further, we must set up exit interviews because some students will leave. I have come to the conclusion, after 22 years in education that included association with the first Black Studies Program in 1967, that some students just don't want to go to school. They came for the season but not reason. I have to explain to students the difference between the season and the reason. It will cost educators in time, resources, money, and talent to give attention to these students, but it will be worth the effort. If we, as educators committed to working in higher education, are to make a difference we must start today. It starts with you and it starts with me. There is no think tank at Stanford University or off the New England Coast grappling with the problems of how to raise money for minority youth.

You will leave this Conference in the next few moments; you now have the experience. There is little left to be said. You've heard all of the speakers and presentors. Your programs do work and they can be cross-fertilized to work in other places. You possess the expertise. You've been given the the opportunity to come to Atlanta, and the students, faculty, and staff are now waiting for you back on your campuses. They are waiting for you and the ideas that Dr. Blanton talked about. It must be kept in mind that the tragedy of life does not lie in failing to reach your goal. The tragedy lies in having no goal to reach. It isn't a calamity to die with dreams unfulfilled, but it is a calamity not a dream. It is not a disaster to be unable to capture your ideal, but it is a disaster to have no ideal to capture. It is not a disgrace not to reach the stars, but it is a disgrace to have no stars to reach. Not failure, but low aim is a sin. The tragedy of life is often not in our failure, but rather in our complacency; not in our doing too much, but rather in our doing too little; not in our living above our ability, but rather in living below our capacities. My friends and colleagues today, I do not know what happiness is and do not think it is important that we be happy all of the time. But it is important that you do your work as if you were sent into the world at this precise God-given moment of history, to do your job.

If happiness can be achieved in that plight, it will be found in a job well done and in giving, not receiving. As you go back to your campuses understand that the challenge now is up to you. Go and do what you do (emphasis added) best! Thank you.

1986 CONFERENCE STATISTICS

Total Number of Participants:	460
Total Number of States (including District of Columbia):	40
Total Number of Black Colleges and Universities Represented:	40

Student Participation:

Total number of students	17
Total number of institutions represented	15
Total number of states represented	9

Number of Participants by Type of Affiliation:

from Historically Black Colleges and Univ's.	104
" non-Historically Black Colleges and Univ's.	311
" corporations/businesses/foundations	15
" educational organizations/agencies	21
" school districts	4
" municipal/state/federal government	1
" military academies	4

Number of Participants by Types of Postsecondary Institutions:

from four-year institutions	345
" two-year institutions	57
" technical institutions	9
" professional schools (e.g., med., law)	7

States Represented by 10 or more Affiliations:

New York	24
Florida	21
Georgia	17
New Jersey	14
Massachusetts	13
Ohio	12
Alabama, California, Maryland, and Pennsylvania	10 (each)

Concurrent Session Data:

Number of papers	112
Number of presentors	114
Number of states represented by presentors	29
Number of affiliations represented by presentors	81

CONFERENCE EVALUATION RESULTS

As is shown below, "X" represents aggregate ranking scores for each item. The ranking value is based on a four-point scale ranging from poor to excellent.

RANKING ORDER

ITEMS	Poor	Fair	Good	Excellent
CONFERENCE ORGANIZATION				
Preconference Information				X
Registration				X
Appropriateness of Agenda				X
Flow of Activities			X	
Structure of Program				X
Quality of Program				X
Round Tables				X
Information Exchange			X	
Banquet/Dance				X
Conference Materials				X
Conference Dates				X
FACILITIES/ACCOMODATIONS				
Hotel Facilities				X
Hotel Service				X
Conference Site (Location)				X
Conference Accomodations				X
Conference Food Service				X

CONFERENCE PROGRAM PARTICIPANTS

Aaron, Melvin (pgs. 1, 28)
Abdul-Khabir, Talib (pgs. 44, 52)
Adams, Elaine (pg. 49)
Adkins, Martha (pgs. 1, 10)
Allen, Lauretta (pgs. 1, 48)
Amory, Marion (pg. 25)
Anderson, James (pgs. 4, 80)
Andrews, Archie (pg. 8)
Arrington, J. Don (pg. 8)
Arrington, Pamela (pg. 58)
Banks, James (pg. 32)
Berrio, Eida (pg. 30)
Bell, Edward (pg. 33)
Blake, JoAnn (pgs. 1, 21)
Blanton, Harry (pgs. 6, 7)
Bolden, John (pg. 55)
Boyd, Mamie (pg. 8)
Bradley, Rosa (pg. 8)
Brooks, Ethel (pg. 11)
Brown, Alexander (pg. 21)
Brown, Manuelita (pgs. 8, 47)
Bruce, Teresa (pg. 8)
Bryant, Carl (pgs. 1,42)
Bullock, Byron (pg. 8)
Bunch, Dan (pg. 24)
Burton, Priscilla (pg. 8)
Byrts, Sam (pg. 20)
Cargile, Samuel (pg. 42)
Carroll, Joullie (pg. 34)
Carter, Shirley (pg. 22)
Chambers, Geraldine (pgs. 1, 54)
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ACKNOWLEDGMENTS

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